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ABSTRACT

The product of two teacher-coordinator workshops, the guide represents the cooperative efforts of the teacher participants and provides supplementary instructional materials for secondary school multioccupational cooperative programs. The first section of the guide is intended for use in large group classroom instruction and deals with the goals, objectives, suggested activities, and suggested resources for six instructional areas: safety, communications, human relations, work ethics, resource and time management. Detailed classroom materials, games, checklists, activities, diagrams, and forms are provided. Section 2 offers task listings and duties for 20 selected jobs: produce clerk; grocery clerk; professional salesperson; marker/stockman; receiving clerk; credit interviewer; display helper; office clerk, checker (cashier); bank teller; newspaper advertising man; medical x-ray technologist assistant; yard foreman (lumber); nurses aide; carpenter (factory constructed homes); food service--chef; busboy or floor girl; salesperson (clothing store); auto parts counter man; and service station attendant. These task listings are applicable for use with small group and individualized instructional areas. (MW)

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TEACHER-COORDINATOR'S GUIDE FOR RELATED INSTRUCTION IN MULTI-OCCUPATION COOPERATIVE PROGRAMS

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TEACHER-COORDINATOR'S GUIDE FOR RELATED INSTRUCTION IN MULTI-OCCUPATION COOPERATIVE PROGRAMS

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INTRODUCTION

The purpose in preparing this guide was to fill a void that exists within the area of related instruction for multi-occupational programs. The problem was perceived that because of the diverse occupations coordinated by the multi-occupations teacher-coordinator an exerted effort would be made to help define relevant content for their related classroom instruction. It was the intent of this project not to duplicate guides already available, but to supplement those guides. Therefore, topics such as job interviewing, money management, etc., were not included.

The process used to develop the content outline for the guide relied upon directed teacher input. Two workshops served as the primary forum in the developmental effort. The first workshop presented to the coordinators a means of identifying related content through task listings of occupations they would coordinate. Seventeen businesses in Riverton, Wyoming, agreed to let the coordinators at the workshop observe and interview employees at work, whereby the coordinators developed a job listing. Once the job listings were complete the teacher-coordinators were asked to select another occupation and to do a task listing and task detailing of a student's occupation they presently coordinate.

Using the completed task listings and detailings as content for the second workshop, the participants analyzed each job and developed a list of common tasks performed by many occupations. From this list was developed six instructional areas: Resource Management, Time Management, Safety and Housekeeping, Work Ethic, Communications, and Human Relations. There were other commonalities, however, it was felt by the participants that adequate information was available to them concerning job interviewing, personal money management, etc.

Using the task listings, instructional goals and objectives were developed for each of the six areas. Each participant was asked to review the objectives and recommend resources which might be used in relation to each objective.

The remainder of this guide will be divided into two sections. Section One will deal with the goals, objectives, suggested activities, and suggested resources developed by the participants. Section Two will list the task listings developed by the participants.

The first section is meant to be used as a guide for large group classroom instruction. Section Two's task listings and task detailings for selected jobs can be used to pinpoint small groups and individualize instructional areas for one's students. Task listings for occupations not included in Section Two will have to be compiled by the teacher-coordinator.

Keiji G. Okano, Project Director
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SECTION ONE

OBJECTIVES, ACTIVITIES, AND RESOURCES

Goal Area I SAFETY

Goal To promote safe working habits.

Rationale:

Safety is a primary responsibility of all employers and employees regardless of the occupations. Safety is an attitude; one must think safety.

Purposes:

The purposes of this unit are to:

1. acquaint the student with dangerous occupations;
2. identify elements of general hazardous conditions on the job;
3. suggest ways to eliminate hazardous conditions;
4. identify acceptable safety practices.

SAFETY*

1. Objective: The student will review and critique the seventeen occupations declared hazardous for individuals 16-18 years old and identify common elements within these occupations which make them hazardous.

Content	Activities	Resources**
17 hazardous occupations	a. present the 17 hazardous occupations and describe each	"A Guide to Child Labor Provisions of the Fair Labor Standards Act" U.S. Dept. of Labor Bulletin #101
	b. bring in speakers to speak on occupation safety; have students prepare and ask safety related questions	
	c. have students prepare a notebook of news clippings on work accidents; writing a short reaction to each	U.S. Dept. of Labor "Safety and Health Regulations for Construction," Federal Register, vol. 36, no. 75, Part II, Government Printing Office, Washington, D. C.
	d. in a small group setting have students formulate a list of conditions which may create hazardous working conditions; then take a tour through the school or business or industry and have students note safety hazards for later classroom discussion	

*also see unit on Housekeeping, Objective One

**numbers refer to resources as Reference Page. Page 10

2. Objective: The student will identify accepted safety practices related to his job and list these practices for the training station supervisor's review.

Content	Activities	Resources
general fire hazards general electrical hazards general eye hazards general water hazards general machine hazards general structural hazards general obstacle hazards general noxious hazards general noise hazards general transportation hazards general attire hazards general improper lighting hazards adhere to company safety regulations adhere to posted safety regulations adhere to proper equipment operation dress according to job safety requirements	a. have students list the safety practices related to their occupations b. have the students tour their work stations and point out potential hazardous conditions	Book: Safety in Your Future Film: "Attitudes for Safety," 16mm color, 11 minutes, Job Corps Resource Division, 1200 19th Street, Washington, D. C. Film: "It's Your Accident," 16mm, Job Corps Resource Division, 1200 19th Street, Washington, D. C.

2. Objective (cont.)

Content	Activities	Resources
proper handling of combustible materials eliminate those general conditions which have the problem of being hazardous fire extinguisher location and use fire control procedures electrical accident procedures characteristics of malfunctioning equipment procedures for malfunctioning equipment	c. have students review Safety Standards 29 CFR 1910 and discuss the application of the standards in relation to their jobs	General Industrial Guide for Applying Safety and Health Standards 29 CFR 1910 U.S. Dept. of Labor, Occupational Safety and Health Administration OSHA 2072, Washington, D.C. 20210

3. Objective: The student will adhere to safety practices which will prevent further aggravation of an injured person.

Content	Activities	Resources
procedures when a person in not breathing procedures when a person is severely bleeding procedures when a person in poisoned procedures when a person is in shock procedures when the injury is unidentified identification of the four "B's" of first aid	a. present basic principles of first aid to students b. simulate accidents and have students react; subject could be: electrical shock bad fall severe bleeding	"First Aid Guide" Supt. of Documents U.S. Government Printing Office, Washington, D.C.

OTHER SUGGESTED ACTIVITIES
(Safety)

Provide the participants the opportunity to visit hazardous occupation sites first-hand. Guest speakers would be good to introduce the "safety concepts"; however, visual and manipulative contact with real situations, i.e., machine shops, automotive repair shops, etc., could be utilized. The sites should closely approximate those occupations in which the student is employed or will someday be employed. The multi-occupations' teacher should contact the supervisor of a firm where a visit would be appropriate and request the supervisor set up a number of "hazardous situations." Prior to your visit to the on-site location you could present the students with a checklist to be used for rating a business with regard to safety. The teacher might also consider assigning students to teams and approach the rating as a team project. In addition, you could have an "expert" rate the business and the team which most closely approximates the expert's rating would be declared the "winner." Since several categories might be considered in the rating, deviation scores would be used to arrive at the winner(s). The teacher might also establish a minimal performance level (e.g., seventy percent) and if a team did not reach the predetermined level, the team would have to reassess the situation a second time. Instruction might be performed before the team would be given a second opportunity. The instruction could be given by the instructor, guest speakers, or preferably, by teams who exhibited proficiency.

Goal Area I SAFETY

Goal Sub-Area HOUSEKEEPING

Rationale:

Good housekeeping habits relate to the performance of all aspects of one's job. The health, safety, and production of the employee is directly related to the cleanliness and orderliness of the work area.

Purposes:

The purpose of the unit is to:

1. provide the student with the importance of cleanliness and orderliness as it relates to his occupation;

2. acquaint the student with the tools and procedures necessary for the performance of his housekeeping duties;

3. acquaint the student with local, state, and national health laws relating to his occupation.

4. Objective: The student will adhere to good housekeeping procedures.

Content	Activities	Resources
reasons for cleanliness tools of cleanliness tools of maintenance tool storage sanitation laws	a. trip through an industry; each student will describe the general conditions of the work setting of one or more employees; students will then critique the described setting in terms of housekeeping and safety (this could be done in small groups with class discussions to follow) b. coordinator will have employer assess the students' housekeeping habits c. the student will describe the correct storage place for all tools, equipment, and supplies used in his training station d. have local health or safety inspector talk to class	Good Housekeeping for a Successful Safety Program Dept. of Labor Bureau of Labor Standards

OTHER SUGGESTED ACTIVITIES
(Housekeeping)

The instructor and/or students could develop a "housekeeping evaluation form" and participate in the same type of activity described under the SAFETY section.

Or, the instructor could acquire a rating form from the county health department for restaurants and pursue the same activity mentioned under SAFETY.

Or, the instructor could assign classroom housekeeping duties to a "team" for a week and have the remainder of the class to assign a rating. The team which received the highest rating would be declared the winner.

SAFETY

Resource List

"Ladder Safety Do's and Don't's." Mr. Marc Hull, Votex Department, University of Vermont, Burlington, Vermont 05401.

"Laboratory Project in Using Ladders." M. Campbell. Mr. Marc Hull, Votex Department, University of Vermont, Burlington, Vermont 05401.

"Safety in Your Future." U.S. Department of Health, Education, and Welfare, U.S. Department of Labor, G.P.O., Washington, D. C.

"Accident Prevention Can Be Learned." Metropolitan Life Insurance Company, New York.

National Safety Council Packet--contains 80 or more leaflets on bulletins for all phases of safety.

Florio and Stafford. SAFETY EDUCATION. McGraw-Hill.

Bureau of National Affairs, Inc. "The Job Safety and Health Act of 1970."

"Working Safely With Substances That Can Explode and Burn." 1965. Department of Labor, Manpower Administration, Government Printing Office, Washington, D. C.

"Pampering Pesticides . . . For Safety." Department of Labor, Government Printing Office, Washington, D. C., 1965.

"Sizing Up Machines for Safety." Department of Labor, Government Printing Office, Washington, D. C., 1965.

"Get Your Legs in the Act of Lifting." Department of Labor, Manpower Administration, Government Printing Office, Washington, D. C., 1965.

"Glossary of Current Industrial Relations and Wage Terms." Department of Labor, Bureau of Labor Statistics, Government Printing Office, Washington, D. C., 1965.

"Using Injury Statistics." Department of Labor, Wage and Labor Standards Administration, Government Printing Office, Washington, D. C., 1969.

"The Fundamentals of Accident Prevention." Department of Labor, Wage and Labor Standards Administration, Government Printing Office, Washington, D. C., 1969.

"Safe Working Surfaces." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1967.

"Preventive Maintenance for Safety." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1967.

"Job Hazard Analysis." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1967.

"Accident Cause Analysis." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1965.

"Appraising Safety Performance." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1965.

"Handling Materials Safely." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1967.

"Preventing Injury from Falls and Falling Objects." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Conducting a Job Hazard Analysis." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1967.

"Accident Causes." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Who Needs Safety Training." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Supervisory Responsibility for Safety." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Accident Cost Control." Department of Labor, Wage and Labor Standards Administration, Government Printing Office, Washington, D. C., 1969.

"Safety Program Planning." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Elements of a Safety Program." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1970.

"Safeguarding Machinery." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Safety Training Techniques in the Classroom." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1970.

"Good Housekeeping for a Successful Safety Program." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Safe Lifting." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

"Apprenticeship Past and Present." Department of Labor, Bureau of Apprenticeship and Training, Government Printing Office, Washington, D. C., 1969.

"Teach Them to Lift." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1970.

"Mechanics for the Safety Man." Department of Labor, Bureau of Labor Standards, Government Printing Office, Washington, D. C., 1969.

SAFETY CHECK LIST*

Attitude and Personality

yes	no	
___	___	1. Do I think, speak, and act in regard to building safety at all times?
___	___	2. Have I integrated my safety program with what I am teaching, in an interesting, logical manner?
___	___	3. Are my students keenly aware that building safety is a vital, required part of my program?
___	___	4. Do I immediately curb horseplay and carelessness in the building at all times?
___	___	5. Have I explained and demonstrated the need for cooperation among students and teacher when certain jobs of lifting, gluing of boards, and carrying of materials become necessary in the shop?
___	___	6. Am I acquainted with the school laws of state regarding building safety, negligence, etc.?

General Safety Rules

yes	no	
___	___	1. Is the building well lighted, clean, free of grease and oil on the floor, and neatly painted?
___	___	2. Does each machine have an adequate safety lane area painted on the floor?

*Taken from "Industrial Arts--A Guide for Colorado Schools" published by the Colorado State Department of Education with the Colorado Industrial Arts Association, with permission.

yes	no	
___	___	3. Are all light switches in good working condition and of the right type for each part of the building?
___	___	4. Have all lines and electrical circuits been checked for proper load?
___	___	5. Are all plugs and extension cords in good condition?
___	___	6. Are you familiar with all fuse panels for your building? Are proper fuse loads always maintained?
___	___	7. Have the fire extinguishers been checked recently and are they of the right type for each part of the building in which they are located?
___	___	8. Do I help promote building safety by keeping pleasant board displays?
___	___	9. Do I have a fair knowledge of first aid and what to do in case of an accident?
___	___	10. Is there a good first aid chest at my service in the event that I should need it?
___	___	11. Are insurance and accident report papers neatly filed and kept ready?

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GENERAL SAFETY INSTRUCTIONS FOR BUILDING CONSTRUCTION*

1. Safety eye protection must be worn by all students any time they are in the shop.

2. Hard hats are to be worn in any activity where there is a hazard of striking your head or from falling objects.

3. Students must keep hair from obstructing their vision and provide and use their own safety device in the prevention of accidents involving their hair.

4. Students are to provide their own protective clothing when working in areas of instruction where aprons do not provide an adequate protection.

5. Students must exhibit safe housekeeping practice. As you work, do not allow your work area to become congested with materials, tools, or equipment so that they become a safety hazard.

6. Personal falls cause personal injury. Be aware of where you are and where you are going in relation to heights.

7. Get help when moving long or heavy materials or equipment. Know and use proper methods of lifting and handling materials.

8. All accidents involving students, equipment, or materials must be reported to the instructor at once.

9. The construction of any temporary structure must be approved by the instructor and inspected for safety prior to use.

10. All scaffolds must be approved by the instructor and inspected prior to use. The failure of scaffolding causes many accidents in the building construction industry.

11. All saw horses must be of approved design. Saw horses must be checked for loose nails and weakening cuts in the main support members.

12. Excavations must be properly shored. Care must be taken not to accidentally fall into one.

*Taken from "Occupational Building Construction Curriculum Guide for Grades 11 and 12" published by Denver Public Schools, with permission

13. Deck and floor surfaces are usually above ground or laboratory floor level. Care must be taken not to fall off or stumble over these structures.

14. When decks and floors have openings for stairwells and vents, care must be taken not to step or fall into the opening as this can result in serious injury.

15. Anytime you or others are working overhead, all materials and tools must be secured or placed so that they cannot fall on anyone.

16. Do not leave the work area with loose tools or material left overhead. Someone unaware of the hazard may cause them to fall causing injury.

17. Know where all fire extinguishers are located and what emergency procedures to follow should a fire occur.

18. The building site can be a hazard. Rubble, excavations and danger from falling rock or materials are a few examples. Care must be exercised when working in these conditions.

19. It is bad practice to use tools with broken or split handles or loose heads. They may separate in use and hurt you or others.

20. Remove all nails from all scrap and salvage material immediately so no one is injured by them.

21. When using cutting tools, clamp the material to or support it on a work surface. Attempts to hold materials by hand or between your legs can cause you to cut yourself resulting in a serious injury.

22. Carry cutting tools with the sharp edges pointed downward and away from you and others.

23. Do not strike hardened metal tools such as hammer faces together. Small pieces are liable to fly off at high speed and injure you or others.

24. Do not throw things. You may cause someone to have an injury or accident.

25. Horseplay causes accidents. Horseplay will not be permitted at any time.

26. Tools that are not being used should be returned to their proper storage place. Tools laying around the work area can cause accidents. Tidy workers have fewer accidents.

27. Oily rags can cause a fire by spontaneous combustion. All used oily rags must be placed in a covered metal can immediately after use.

28. Keep your work area orderly. A messy work area is a safety hazard which can cause an accident or injury.

29. All extension cords must be the proper wire size, have grounded plugs and receptacles and be strung in such a way as not to cause someone to trip or fall.

30. All power equipment must be switched off, completely stopped, and, if possible, disconnected from power source before any adjustment, repair, or maintenance is performed.

31. You are not to operate any power equipment when the teacher is out of the laboratory.

32. Any type of special set-up of equipment must be checked by the teacher before use.

33. Report any tool or machine that is not operating correctly to the teacher.

34. You must pass the written test on General Safety Instructions and demonstrate by safe operation or use your ability to use the tool or machine, after the teacher's demonstration, to earn the right to operate and use the tool or machine.

Goal Area II COMMUNICATIONS

Goal To affect better understanding.

Rationale:

In business and industry lines of communication are of paramount concern. Without adequate communication channels, business objectives cannot be achieved.

Purposes:

The purposes of this unit are to:

1. identify the methods of communication;
2. provide the student with the ability to utilize the methods of communication;
3. identify the channels of communication within a business;
4. be aware of the importance of occupational terminology and the terminology of the particular occupation for which he is preparing;
5. provide the student with an opportunity to define "good judgment" as it relates to occupational communications.

1. Objective: The student will follow specific sets of directions as given by his employer to successfully complete an assigned task.

Content	Activities	Resources
importance of clear, concise communication	a. have student present rationale for following directions (group activity) b. have employer give specific written directions to a student for a given task (work station activity) c. evaluate the effectiveness of the student's effort in following directions	Boning, Richard "Following Directions" Barnell Loft, Ltd., 958 Church Street, Baldwin, Long Island, New York 11510

COMMUNICATIONS

2. Objective: The student will draw his firm's organization chart, identifying key administrative positions.

Content	Activities	Resources
organizational charts hierarchy of command line of authority and responsibility inherent authority authority--power--influence	a. present fundamentals of business organization b. have student draw organizational chart c. have students review the organization of their youth club	Business in Our Community and How We Organize to do Business in America, American Institute of Cooperation 1200 17th Street NW Washington, D.C. 20036 Business Organization Ira Martel, Distributive Education, Washington Senior High School, Sioux Falls, South Dakota Uni-Pac, The Ohio State University, Vocational Materials Center, Columbus, Ohio

COMMUNICATIONS

3. Objective: The student will learn the vernacular terms associated with his occupation.

Content	Activities	Resources
occupational terms	a. present and illustrate the importance of understanding the occupational language	use the handbook for each occupation
	b. have each student present and define several terms which specifically apply to his work	

4. Objective: The student will use judgment in his occupational communication by being courteous and tactful and by keeping company matters confidential.

Content	Activities	Resources
effect of discourteous communication on production what are common courtesy practices greetings and salutations using tact effects of gossiping importance of information security importance of minding one's own business	a. Role play--settings 1) handling complaints 2) handling criticism of one's work 3) handling a nosey salesman 4) handling the company gossip b. Refer to the attachment entitled "The Communication Game"	Parkhurst, Charles Business Communications for Better Human Relations, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1966

5. Objective: The student will accurately relay written as well as verbal communication.

Content	Activities	Resources
written communication skills oral communication skills	a. simulate taking messages from the telephone b. game--two or more teams, each given a verbal message to relay from first shift to second shift to third shift to weekend crew, etc.--scoring: the team with the least errors wins c. show student a simple process then have each write instructions for performing the process	Huckabee, June Communication in Distribution Instructional Materials Laboratory, Distributive Education Department, Division of Extension, University of Texas at Austin

COMMUNICATIONS

Resource List

"You Said It." Margaret E. Andrews, Gregg Division, McGraw-Hill Book Company, New York, 1969.

"Are You Listening." Nichols and Steven, McGraw-Hill Book Company, New York, 1957.

"Communication for Leadership." Edward E. Scannell, Gregg Division, McGraw-Hill Book Company, New York, 1970.

"Effective English for Business." Aurner and Burtness, 5th edition, South-Western Publishing Company, Cincinnati, Ohio, 1962.

"Effective Communication on the Job." M. Joseph Dooher and Vivienne Marquis, American Management Association, 1956.

COMMUNICATION: THE ART OF UNDERSTANDING AND BEING UNDERSTOOD. Robert O. Bach, editor, Hastings House, New York, 1963.

THE PROCESS OF COMMUNICATION. David K. Berlo, Holt, Rinehart, and Winston, Inc., 1960.

"Management Information Crisis." Ronald Daniel, Harvard Business Review, Vol. 39, No. 5 (Sept.-Oct., 1961).

FUNCTIONAL BUSINESS COMMUNICATION. Jessamon Dawe and William J. Lord, Jr., Englewood Cliffs, N.J., Prentice-Hall, 1968.

BUSINESS COMMUNICATION. Frank J. Devlin, Richard D. Irwin, Inc., Homewood, Illinois, 1968.

"Taking the Double Talk Out of Communicating." William Exton, Factory, Vol. 10, No. 1 (Jan., 1967).

"Management Communications." Elmer L. Lindsetl, Vital Speeches, Vol. 20 (Sept. 1, 1954).

BUSINESS ENGLISH AND COMMUNICATION. Marie M. Stewart, Frank W. Lanham, and Kenneth Zimmer, McGraw-Hill Book Co., New York, 1967.

WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY. G. & C. Merriam Co., Springfield, Mass., 1967.

BUSINESS AND PROFESSIONAL SPEECH COMMUNICATION. Harold P. Zelko and Frank E. X. Dance, Holt, Rinehart, and Winston, Inc., New York, 1965.

FILMS

"Communication in Modern Life." Filmstrip, 35 frames, color, $6.50. One of a series (Code No. 4261); available under NDEA, ESEA, EOA. McGraw-Hill Filmstrips for Elementary to High School and College. 330 W. 42nd St., New York, N.Y. 10036.

"More Than Words." 1959, 14 min., 16 mm, color, $162,25. Henry Strauss Distributing Corp., 31 W. 53rd St., New York, N.Y. 10019. (Three-day preview no charge.)

"Communication--Downward and Upward." New, Yale Laitin of Yale Laitin Associates, $4.50 (for NRMA members). Personnel and Store Management Groups, NRMA, 100 W. 31st St., New York, N.Y. 10001.

"Making Yourself Understood." 1952, 14 min., 16 mm, black and white, $62.50. Encyclopedia Britannica F[illegible] Inc., 1150 Wilmette Ave., Wilmette, Illinois.

"The Communication Ca[illegible]" 1956, 16 mm and 8 mm, black and white, $67.50. Henry Strauss Distributing Corp., 31 W. 53rd St., New York, N.Y. 10019. (Three-day preview no charge.)

"Effective Listening." 1959, 15 min., 16 mm, black and white, library, McGraw-Hill, 330 W. 42nd St., New York, N.Y. 10036.

LISTENING TEAM TECHNIQUE*

The listening team technique is used to focus the attention of small groups or teams on a specific question while listening to a presentation. It usually produces lively and enthusiastic audience participation. The technique gives direction to listening, stimulates thinking, and increases the amount and quality of discussion. Members of the team react and discuss phases of the presentation with other team members and arrive at a consensus which is later reported to the entire group.

In an audience of 100 persons or more, two or more teams may be listening and reacting to the speaker's presentation, utilizing the same question. Usually, five or six different questions can be raised that are sufficiently diverse in nature to create genuine interest on the part of the participants.

The speaker should be briefed on the technique and made aware of the discussion pattern. Advanced briefing by the general chairman should alert the speaker that there is no need for a rebuttal to team reactions. After all reports are made by the team chairmen, the speaker may be called upon to clarify items for the group.

HOW IT WORKS

I. Several teams are organized by a designated leader.

   a. Members should get acquainted.
   b. A question is assigned each team.
   c. A chairman should be elected.
   d. A recorder is designated to take notes and report to the audience.
   e. Every member should understand the question.

II. The speaker makes a presentation.

   a. Members of the teams listen carefully, relating what is said to the question assigned their team.

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*Source: U.S. Department of Health, Education, and Welfare, from numerous papers by Mary V. Marks, Program Specialist, Distributive Education, U.S. Office of Education. With permission.

b. Notes should be taken by team members to assist in discussion following the presentation.

III. The teams listen, discuss, and report.

a. Following the presentation, the teams discuss the presentation.
b. Observations appropriate to the question should be recorded.
c. The recorder reports the reactions of his team to the audience when called upon.

IV. Typical listening team questions:

A question that stimulates thinking and reaction is given each listening team. Some typical questions include the following:

a. Which suggestions presented by the speaker seem most practical for use in your work?
b. How can the ideas or concepts presented by the speaker be put to work by Vocational Educators?
c. What are the major barriers to be overcome before the ideas presented could be used in your program?
d. Which ideas seemed least practical for use in vocational education?
e. What things not said should have been given greater attention by the speaker?
f. What did the speaker say that does not "check" with your experience or your views?

The meeting chairman or designated leader must organize the listening teams before the speaker makes his presentation. This will take 10 or 15 minutes. The teams should be permitted to raise questions about their assignment or the organization prior to the speaker's presentation.

A careful briefing on the part of the chairman should prepare the speaker for the discussion and the reporting that follows his speech. He should recognize the fact that no rebuttal is necessary on his part. Should a clarification statement on the part of the speaker be requested, he should be encouraged to make some objective observations.

THE COMMUNICATION GAME*

Game Overview

In this game, participants compete as members of a team in performing a task. The participants are called upon to perform a task--building a structure using Tinker Toys--in the least amount of time with the greatest accuracy. Participants will experience three types of communication situations:

1. one-way communication
2. two-way communication
3. two-way communication plus visual aids

Performance Objectives

After participating in the gaming activity and post-game discussion, the participant will be able to:

1. Organize and transmit a message in such a manner that the message will accomplish what it is intended to do in the least amount of time with the greatest accuracy.
2. Identify causes of communication breakdowns.
3. Identify the advantages and disadvantages of one-way and two-way communication systems.
4. Understand that "feedback" is a continuous process involving both the sender and receiver.
5. Understand that meaningful feedback is obtained only when question methods are used (e.g., oral questioning) that tests comprehension, and by acquiring restatement.

Equipment, Materials, and Supplies

If the user has a group of 24 participants, the following will be needed:

1. 4 tables with 6 chairs at each table
2. 6 cardboard shields; suggested dimensions: 36" (width) X 24" (height). The shields will be placed in the center of the table to separate the sender and receiver. Legs are needed to hold the shield in a vertical position.

*Source: Dr. Jimmy G. Koeninger, Angelo State University, San Angelo, Texas , with permission.

3. 6 patterns of a structure which can be made of Tinker Toys
4. 6 packages of Tinker Toys. You can purchase a large box of Tinker Toys and divide the contents into 6 portions. Be certain that each package contains enough parts to accomplish the task.
5. a timing device, such as a stopwatch

If Tinker Toys are not available, other materials can be used, i.e., sticks, blocks, paper symbols, string, etc.

Procedure

The following procedure is recommended until the instructor gains confidence and experience in using the game.

PRE-GAME PREPARATION

1. Reproduce the "Team Performance Chart" (Appendix I-A) on the blackboard or make a transparency for the overhead projector.
2. Review the patterns (Appendix I-B) and select one for use in the game. The pattern selected should be reproduced for each team.
3. Arrange for tables and chairs. One table and 6 chairs are needed for each team. Each team consists of 6 members.
4. Locate a room where participants can be sent until it is their time to perform their task.

GAMING ACTIVITY

5. Divide the participants into teams. A team consists of 6 members. Assign the teams to a table.
6. Distribute the following gaming materials to each team: 1 cardboard shield and 1 package of Tinker Toys.
7. Announce: "In this game, you will compete with other teams by building a structure with Tinker Toys. Three tasks are required, each demanding different guidelines. Each team should identify two team members for perform Task A, two members to perform Task B, and two to perform Task C. The winning team will be the one who completes the three tasks (A, B, and C) in the least amount of time with the greatest accuracy."
8. Announce: "The team members who will be performing Tasks B and C should leave the room until requested to return."

9. Announce: "In Task A, one person will describe how to build a structure made with Tinker Toys. The other person will construct a structure with the Tinker Toys. In a few minutes, a pattern will be distributed to the person (the sender) who will describe how to build the structure. Will the two team members locate yourselves across the table from each other with the cardboard shield between you.
10. Distribute pattern to the sender.
11. Announce: "The sender will describe the structure to the builder (the receiver). The sender cannot see the structure being built from his directions (the message). The only communication will be the sender's message. The sender may not show the pattern to the receiver."
12. Announce: "A five-minute maximum time limit is in effect. Your team will have five minutes to complete their task. As soon as the sender has communicated his directions and the receiver completed his task, bring the structure to me. Your time will be recorded and the accuracy of the structure evaluated and recorded. If you have not completed your task, you will be assigned 5 minutes and a partial percentage for accuracy."
13. Announce: "Do you have any questions? If not, you may begin."
14. Observe the teams' approaches to performing their task. You may want to use a video-tape recorder. The tapes and observations could be used in the post-game discussion.
15. As teams complete their task, record "minutes" and "accuracy". Your accuracy evaluation is based upon the pattern and is totally subjective. You may want to have selected participants to perform the accuracy evaluations.
16. At the end of the 5-minute time limit, call time and record team efforts on the Team Performance Chart (Appendix I-A). Request the patterns be returned to you and the structure taken apart.
17. Request the team members responsible for Task B to return to the gaming room. The team members who performed Task A may remain and watch Task B.
18. Announce: "In Task B, one person will describe how to build a structure made with Tinker Toys. The other person will construct a structure with the Tinker Toys. In a few minutes, a pattern will be distributed to the person (the sender) who will describe how to build the structure. Will the two team members locate yourselves across the table from each other with the cardboard shield between you."
19. Distribute the pattern to the sender.
20. Announce: "The sender will describe the structure to the builder (the receiver). The receiver may ask questions, seek clarification of directions, ask for additional directions, or anything else which would be helpful in building the structure. The sender may not see the structure being built nor may the sender show the pattern to the receiver."

21. Announce: "A five-minute maximum time limit is in effect. Your team will have five minutes to complete their task. As soon as the sender has communicated his directions and the receiver completed his task, bring the structure to me. Your time will be recorded and the accuracy of the structure evaluated and recorded. If you have not completed your task, you will be assigned five minutes and a partial percentage for accuracy."
22. Announce: "Do you have any questions? If not, you may begin."
23. Observe the teams' approaches to performing their task. You may want to use a video-tape recorder. The tapes and observations could be used in the post-game discussion.
24. As teams complete their task, record "minutes" and "accuracy". Your accuracy evaluation is based upon the pattern and is totally subjective. You may want to have selected participants to perform the accuracy evaluations.
25. At the end of the 5-minute time limit, call time and record team efforts on the Team Performance Chart (Appendix I-A). Request the patterns be returned to you and the structure taken apart.
26. Request the team members responsible for Task C to return to the gaming room. The team members who performed Tasks A and B may remain and watch Task C.
27. Announce: "In Task C, one person will describe how to build a structure made with Tinker Toys. The other person will construct a structure with the Tinker Toys. In a few minutes, a pattern will be distributed to the person (the sender) who will describe how to build the structure. Will the two team members locate yourselves across the table from each other with the cardboard shield between you."
28. Distribute a pattern, a pad, and a pencil to the senders.
29. Announce: "The sender will describe the structure to the builder (the receiver). The receiver may ask questions, seek clarification of directions, ask for additional directions, or anything else which would be helpful in building the structure. The sender may not see the structure being built nor may the sender show the pattern to the receiver. The sender may, however, use paper and pencil to communicate any directions or may draw a graphic description of the structure. The pattern may not be shown to the receiver."
30. Announce: "A five-minute maximum time limit is in effect. Your team will have five minutes to complete their task. As soon as the sender has communicated his directions and the receiver completed his task, bring the structure to me. Your time will be recorded and the accuracy of the structure evaluated and recorded. If you have not completed your task, you will be assigned 5 minutes and a partial percentage for accuracy."

31. Announce: "Do you have any questions? If not, you may begin."
32. Observe the teams' approaches to performing their task. You may want to use a video-tape recorder. The tapes and observations could be used in the post-game discussion.
33. As teams complete their task, record "minutes" and "accuracy". Your accuracy evaulation is based upon the pattern and is totally subjective. You may want to have selected participants to perform the accuracy evaluations.
34. At the end of the 5-minute time limit, call time and record team efforts on the Team Performance Chart (Appendix I-A). Request the patterns be returned to you and the structure taken apart.
35. Before conducting the post-game discussion, compute the "Team Total" column. Add the number of minutes taken for each team to perform Tasks A, B, and C and place the total in the appropriate column ("Total of Minutes"). The "accuracy rating average" is computed by adding the accuracy percentages for Tasks A, B, and C and dividing by three. You should also average all the vertical columns. A sample "Team Performance Chart" has been computed and presented in Appendix I-C. Post the completed Team Performance Chart to allow all the participants to review the chart and make their own observations.
36. If the gaming activity has been "normal" the following observations should be made:

    a. In comparing Tasks A, B, and C, Task C may or may not be accomplished in less minutes but should produce the greatest accuracy rating.
    b. In comparing Tasks A and B, Task B may or may not be accomplished in less minutes but should produce the greater accuracy rating.
    c. Task A may or may not be accomplished in the most minutes but should produce the lowest accuracy rating.
37. If the accuracy ratings are not "normal," you will want to relate to your observations to determine the reason(s) for the deviations from past gaming experiences.
38. Conduct the post-game discussion using the questions provided and the content passouts (Appendix I-D).
39. Consider playing the game again to allow the participants the opportunity to:

    a. Improve their ability to organize and transmit a message which will allow completion of the tasks in the least amount of time with the greatest possible accuracy.
    b. Ask questions (seek feedback) that test comprehension by requiring restatment.
    c. Compete against other teams.

Post-Game Discussion Questions

The following questions should help in stimulating discussion and reinforcing the principles which were experienced in the gaming activity. Every attempt should be made to relate the principles to on-the-job experiences of the participants.

TASK A: ONE-WAY COMMUNICATION

1. How did the receivers and senders feel in the one-way communication situation? Did you become frustrated in your role as sender? Why? As receiver? Why?
2. Having seen the pattern, did you as the receiver feel the sender's message was organized and accurate? What suggestions would you provide to improve the message?
3. As a sender, do you feel your receiver performed according to the message you transmitted? If not, what do you believe was the problem? How would you overcome the problem(s)?
4. Did the lack of "feedback" affect either senders or receivers?
5. Have you experienced one-way communication before? On your job? Were you frustrated? Did you perform your duties as directed?
6. What is absent in one-way communication that would improve the sender's message and the receiver's accuracy in interpreting the message and transforming the message into action (building the structure)? (Answer: feedback).

TASK B: TWO-WAY COMMUNICATION

7. How did the senders and receivers feel in the two-way communication situation? Did you become frustrated in your role as sender? Why? As receiver? Why?
8. Having seen the pattern, did you as the receiver feel the sender's message was organized and accurate? Did you become frustrated with the message? Did you express this frustration to the sender in your feedback? Senders, were you aware of the receiver's frustration? Do you feel the frustration was justified? What did you do to reduce the frustration?
9. As a sender, do you feel your receiver performed according to the message you transmitted? If not, what do you believe was the problem(s)?
10. Did the "feedback" aid the efforts of the sender? Of the receiver? Is it possible that feedback is a continuous process involving both sender and receiver? Did the senders attempt to determine the degree of comprehension of the receiver? Did senders question the receiver and request a stated interpretation by the receiver? Would feedback be more meaningful if oral communication was used and restatement requested?

11. If feedback was used, why were problems still present in the two-way communication process? How could these problems be corrected? How can senders of a message be assured that it is received correctly?

TASK C: TWO-WAY COMMUNICATION PLUS VISUAL AIDS

(You can use all of the questions for two-way communication in discussing Task C.)

12. Were the visual aids helpful in performing Task C? Were the time performances by the teams slowed with visual aids? If so, were the visuals effective? Do they aid in message accuracy? Can we observe this in your team's performance?
13. Using the visuals, did you as senders find the receiver being more dependent upon the visual than on the sender? If so, did you feel unneeded? Do the visuals communicate more quickly the message? Are visuals always superior to oral communication? If not, when would visuals be preferred? Are visuals as superior when attitudes are being transmitted? Can we say that visuals are preferred in some situations?

GENERAL QUESTIONS

14. How can we organize and transmit a message which can be transmitted in the least amount of time with the greatest accuracy?
15. What causes communication breakdowns?
16. What are the advantages of one-way communication? Disadvantages?
17. What are the advantages of two-way communication? Disadvantages?
18. Is feedback important to the sender? To the receiver?
19. What methods can be used in producing meaningful feedback?

Appendix 1-A

TEAM PERFORMANCE CHART

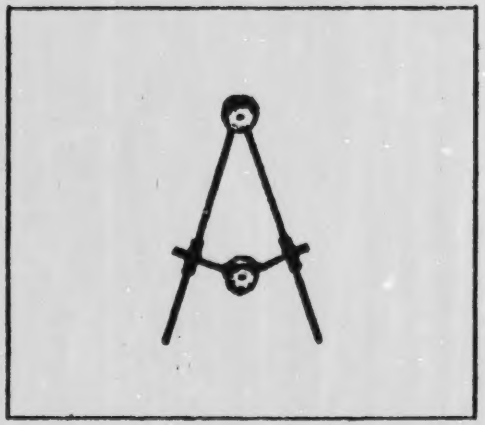
TEAMS	TASKS						TEAM TOTAL	
	A One-Way		B Two-Way		C Two-Way Plus Visuals			
	Minutes	Accuracy Rating	Minutes	Accuracy Rating	Minutes	Accuracy Rating	Total of Minutes	Accuracy Rating Average
#1								
#2								
#3								
#4								
Average								

45

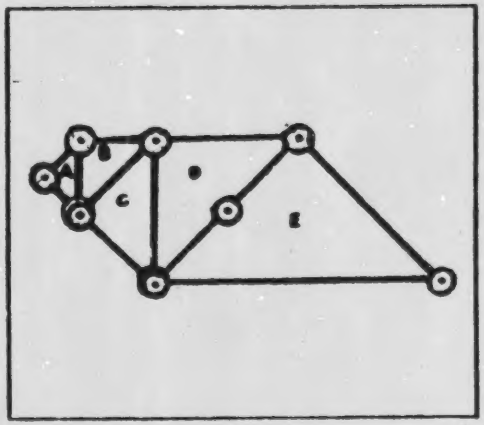
Appendix I-B

PATTERNS

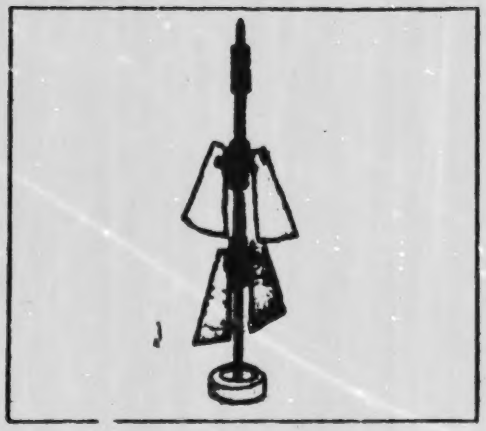
Pattern A



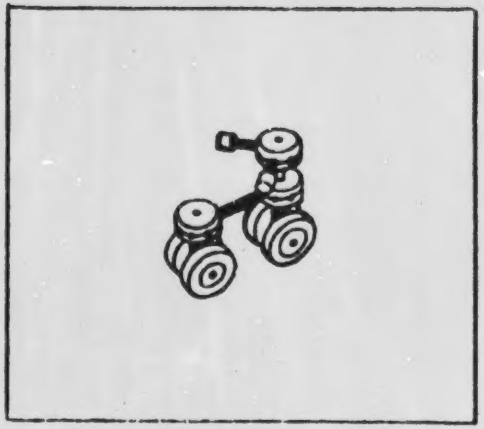
Pattern B



Pattern C



Pattern D



NOTE: Select <u>one</u> pattern to be used for Tasks A, B, and C; otherwise, comparison of communication techniques would be impossible due to the varying difficulty levels of the individual patterns.

Appendix I-C

SAMPLE TEAM PERFORMANCE CHART

TEAMS	TASKS						TEAM TOTAL	
	A One-Way		B Two-Way		C Two-Way Plus Visuals			
	Minutes	Accuracy Rating	Minutes	Accuracy Rating	Minutes	Accuracy Rating	Total of Minutes	Accuracy Rating Average
#1	3 min. 0 sec.		4 min. 50 sec.		3 min. 0 sec.		10 min. 50 sec.	
#2	3 min. 15 sec.		5 min. 0 sec.		5 min. 0 sec.		13 min. 15 sec.	
#3	4 min. 0 sec.		3 min. 0 sec.		4 min. 50 sec.		11 min. 50 sec.	
#4	5 min. 0 sec.		4 min. 25 sec.		3 min. 45 sec.		13 min. 10 sec.	
Average	3 min. 49 sec.		4 min. 19 sec.		3 min. 69 sec.		12 min. 06 sec.	

Observations: (a) Team #1 would be declared the winner--least total time (10 min., 50 sec.) and the greatest percentages (80%).

(b) Two-way communication (Task B) produced a greater accuracy rating (83%) than one-way communication (Task A--55%).

(c) Two-way communication plus visuals (Task C) produced the greatest average accuracy rating (95%).

Appendix I-D

COMMUNICATION THEORY

Laboratory Studies of Communication Nets

In one experiment an initial situation was established where "A" talked to "B" without reply. Two-way communication was set up in the same way, only this time there was conversation; that is, communication from "A" to "B" back to "A". Later the same format was followed involving more people. Several practical findings emerged from these studies. One-way communication was much faster, and the sender felt that he was getting his message across. The two-way system, however, was found to be more accurate. The receivers felt more sure of themselves as to what they were receiving. The sender found himself more more vulnerable in the give-and-take situation because the receivers picked up his mistakes and oversights and told him about them.

One might conclude that if speed alone is of primary importance, or if simple information is to be transmitted, then one-way communication has the edge in efficiency. In a two-way system, the sender may feel inadequate at times, or criticized, but he knows what has happened. Communication is really what the listener interprets. There are those who hear only what they want to hear. And, no doubt, at times all of us prefer less efficient communication, in which we avoid the psychological risks that may be involved. The morale of each of us in any given communication setting, particularly a work setting, may well depend on the structure of who talks to whom and through what channels.

Some Generalizations About Communication

Communication means more than just pushing people around or setting them passively in front of the television screen. It involves changing behavior, and in a sense is related to all education and all daily living. Here are some findings which have been put together from a vast literature of studies:

1. People are selective in what they see and hear. They tend to favor communications which are congenial or satisfying more than neutral or hostile ones.
2. People are more likely to talk with like-minded people than with those who are disinterested or are opposed to their views.
3. We seek out communication situations which tend to boost our own ego.
4. After making a questionable decision, we tend to interact with someone who will reinforce the wisdom of our decision.
5. If an audience is large enough it is virtually impossible to get everybody in it to agree.

6. The higher the education of people, the greater the reliance on printed media. The lower the education level, the more people depend on the spoken word and picture media.
7. The more ego-involved we become with subject, the more we wish to share it with other people.
8. We tend to perceive persuasive communication in accordance with our own thinking.
9. The more status the communicator has, the more influence he exerts.
10. People tend over a period of time to forget the source of information but to remember the content.
11. "Majority opinion" is more effective in changing attitudes than "expert opinion".
12. The more attached people are to a group, and the more active they are within it, the greater their response to communications.
13. Communications are more likely to reinforce existing positions than to change them.
14. Communication has more effect on changing minor issues than on major issues.
15. When opinions are influences by communications, they tend to regress to a pre-existing position unless reinforced from time to time.
16. The higher the intelligence of the individual, the more likely he is to acquire information from communication.
17. People are limited in the amount of information they can absorb in any given period of time.

Goal Area III HUMAN RELATIONS

Goal To aid the student in the understanding of his actions and their effects on his fellow workers.

Rationale:

The majority of employees discharged from employment are released from their jobs due to the inability to get along with people, rather than the inability to perform the tasks.

Purposes:

The purposes of this unit are to:

1. identify factors which affect human relations such as:

   a. grooming
   b. cooperation
   c. attitude

2. acquaint the student with the importance of adhering to company policies;

3. identify personal weaknesses on the part of each individual student.

1. Objective: The student will develop good work habits as judged by his employer.

Content	Activities	Resources
identification of personal weaknesses	a. personal inventory b. identify areas of weakness c. prescribe activities which will help correct weaknesses	Your Attitude Is Showing, Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611
rationale for good work habits	d. present case study of an individual with poor work habits; have students react	workbook and teacher guide can be obtained from Distributive Education Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin 78712
prime factors of good work habits	e. have students generate a list of good work habits (this can be a small group experience)	Luter, Robert PROJECTS Distributive Education Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, Austin Texas 78712, 1969.

HUMAN RELATIONS

1. Objective (cont.)

Content	Activities	Resources
elements of cooperation	f. have students react to a case study on poor human relations by discribing their feelings about the situation--questions to ask: 1. what consequences are there when one does not get along with a) employees b) supervisor	

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2. Objective: The student will know and adhere to the company policies of his employer.

Content	Activities	Resources
purposes of policies, rules, regulations	a. the student should describe his company's personnel policies:	companies' personnel policies
areas of company policies	1. collect information from his employer orally	
1) pay roll 2) employee benefits 3) leaves/holidays 4) work breaks	2. report to the class on the policies	
	3. student should compare policies	

3. Objective: The student will practice effective human relations.

Content	Activities	Resources
importance of human relations 1. purpose of human relations a. gaining of cooperation b. improving efficiency c. gaining self-satisfaction	a. discuss the importance of human relations in the job situation; stress the purposes of human relations citing examples of the advantages of a good human relations program	
2. human relations and you a. be a winner b. winning friends 1) be considerate 2) be modest 3) respect rules and regulations 4) be sincere 5) be cooperative 6) make a contribution 7) be friendly and courteous 8) be tactful 9) respect other people 10) use good manners 11) smile 12) listen 13) keep your "cool"	b. prepare a bulletin board showing desirable traits in winning friends; cartoon characters would be effective	

3. Objective (cont.)

Content	Activities	Resources
human relations with the customer 1. develop good customer rapport a. be mature b. be objective c. listen closely d. be courteous e. be enthusiastic f. be tactful g. show respect h. be accurate i. be alert j. develop a good memory k. use your imagination	a. stress the importance of developing good rapport with the customer; show how the profit-minded employee uses human relations in his everyday dealings with the customer; illustrate the importance of good relations when handling complaints and grievances b. role playing with the teacher as the customer and the student as the employee handling a variety of complaints is a good way of illustrating the need for good human relations; class discussion after each role playing situation will give the entire class an opportunity to evaluate the handling of the complaint	
human relations with the employer 1. employee qualities a. loyalty b. punctuality and regular attendance c. initiative d. enthusiasm e. obey rules and regulations f. respect confidential information	c. an outside speaker invited to act the role of the employer would illustrate the importance of the qualities and abilities desired	

3. Objective (cont.)

Content	Activities	Resources
g. willingness to serve others h. accept new trends i. utilize supplies economically j. accept constructive criticism 2. employee abilities a. communication skills b. creative attitude c. understanding social structure d. ability to concentrate and appraise e. understanding the goals of business f. decision making ability		
human relations with associates 1. working with associates a. cooperate b. show interest c. do your part d. be loyal e. accept your responsibilities f. don't gossip	a. working with associates is as important to the student as is working with customers and the employer; role playing involving fellow workers would illustrate the desired qualities; for example: the teacher is the fellow worker who reports to work late and has a friend clock in	

3. Objective

Content	Activities	Resources
g. listen attentively h. be pleasant i. be considerate j. be helpful k. be sincere l. be nice m. others	for him; the student is a co-worker who sees this; students then say what they think they would say in the actual situation; the class evaluates what was said; other situations suggested are: a fellow worker is caught stealing merchandise from the department	
employer contributions 1. fringe benefits a. paid vacations b. sick leave c. paid holidays d. insurance e. retirement f. educational assistance g. profit sharing h. lounges i. employee discount j. credit union k. payroll saving plan 2. salary a. overtime pay b. bonuses c. commissions d. increases	b. in addition to role playing, the teacher can set up panel discussions giving students the opportunity to discuss situations where one of the desired traits is in question c. invite a local businessman to discuss contributions that businesses make to the employee d. a field trip to a local business would give the class an opportunity to see some of the employee facilities provided; or, if preferred, have the students visit a local business and prepare a list of employee benefits provided by the business	

3. Objective (cont.)

Content	Activities	Resources
3. working conditions a. safe b. clean c. comfortable 4. opportunity for advancement 5. fair constructive criticism 6. recognition and praise when applicable 7. job training 8. employee counseling 9. cafeteria 10. medical services	e. have students prepare a bulletin board of employer contributions found to be the most common in local businesses f. students could prepare a panel discussion on what employer contributions they believe to be the most important g. Refer to the following attachments: "Five-Square Game" and "The Moon Survival Game"	

Excerpted from Curriculum for Distributive Education II, Division of Occupational Education, State Board for Community Colleges and Occupational Education, Denver, Colorado, with permission.

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HUMAN RELATIONS

Projects*

1. Rhett Tuttle has worked at Don's Variety Store for three years as a stock boy. The store has just employed three new stock boys. Emo Lee, the stockroom supervisor, assigned Jim Rule, one of the new boys the job of moving merchandise from the stockroom to the Hardward Department. Rhett, believing that he has seniority, orders Jim to take the merchandise to the Building Supplies Department. If you were the new employee, what would you do? Why?

2. Patty Cake purchased a sewing machine from your store six months ago. The drive belt wore out. Patty complained to the department manager who said, "Sorry, Lady, but you bought this on sale and that is your tough luck." If you were the manager how would you have handled this situation?

3. Nancy Poppyseed works for the telephone company as an operator. She works with older women who have seniority rights. Nancy is using all of the techniques she was taught to use. Martha Parris, one of the older women, tells Nancy she is doing everything wrong. How should Nancy handle Martha?

4. Hank Lightfinger is a co-worker of yours in the furniture department. For over a week, Hank has taken a picture from stock and put it in his car. When you told him that he was stealing, he said, "Oh, this store can afford a little loss now and then, after all, I work here and I don't earn enough for my ability anyway." What should you do? Why?

5. Sherry Tarte returns an electric blanket she purchased from your store a few months ago. She tells you that "this blanket has never been used and we would like to exchange it for a bedspread and drapes." You believe that the blanket has been used. What will you say to Sherry Tarte? If you were the department manager, would you handle the situation differently?

*Taken from Curriculum for Distributive Education II put out by the Division of Occupational Education, State Board for Community Colleges and Occupational Education, Denver, Colorado, with permission.

HUMAN RELATIONS

A Small Group Project*

Procedure:

1. Divide the students into small groups of three or four each. More than four tends to weaken the individual participation in the group, and small numbers encourages individual participation.

2. Appoint a leader and a recorder for each group, for time is generally lost if students must vote.

3. If sufficient copies of Your Attitude Is Showing are available, each student should have a copy for reading and reference. If not, reproduce four case studies that deal with typical general attitudes and behavior problems. Make enough copies for every student to have one to study, and allow 10 to 15 minutes for students to read and review the case problems.

4. In each group, the leader takes one case study at a time and asks questions pertinent to the case. Each student should voice his views, and significant statements should be recorded for later evaluation. Allow 15 to 20 minutes discussion on each case problem. The leader should have everyone in his group participate and voice his reaction.

5. After completion of all the group discussions on each case, the class should meet together to evaluate the case studies.

6. Taking one case at a time, each group leader or recorder should tell what the reaction of their group was in each situation. The main ideas should be listed on the chalkborad or a large newsprint pad as each group reports.

7. Let the class decide what actions and reactions they think are best in each case.

*Reproduced from PROJECTS For Use With Preparatory or Pre-Employment Distributive Education Curriculums, compiled by Robert R. Luter, 1969, with permission.

CASE PROBLEM #1

Terry has been working for about one year as a sacker and stockkeeper at the Rite-Way Food Mart. He has always been dependable, arriving for work on time and never asking for unnecessary time off. Generally, Terry is a hard worker and pleasant to work with. It is seldom that he is found loafing or engaging in "horseplay" in the rear stockroom.

One day, the stock manager asks Terry to check in a shipment of groceries that is being unloaded at the dock. Since the stock manager did not take time to explain to Terry the exact procedure for checking in a shipment, there were some errors and oversights made on the stock records. Upon returning and finding the errors, the stock manager, Mr. Owens, has some vocal criticisms to offer. He will not let Terry explain his side of the situation and will not accept his apologies. Mr. Owens is very unreasonable in his actions and continues to call Terry all of the unpleasant names he can think of; he generally curses and makes the day unpleasant for all the stockboys.

Later, after the store manager has talked with Terry and found the real situation was laxness on the part of Mr. Owens, the store manager apologizes and tries to get Terry to forget the whole situation, promising him that it will not likely happen again. That night, Terry thinks over the episode of the day and decides he does not want to work there anymore. The next day he calls the store manager and says he is quitting.

Problems for Evaluation: What do you think of Terry's decision? Do you feel that he was justified in quitting his job? What would you have done if you were in Terry's situation? What action could have been taken to prevent this situation from happening again? What will likely happen to Terry on his next job?

THE FIVE-SQUARE GAME*

Game Overview

This gaming activity will demonstrate the need for cooperation among members of a group (team) to accomplish a group task. Participants are assigned to teams consisting of five members. Each team member receives a number of puzzle parts. The participants are told that there are exactly enough puzzle parts among the five members of a team to make five squares. The team's task is completed when a square appears in front of each team member. The game however does not allow any form of communication--verbal or nonverbal. Teams can only complete their task if they are aware of the needs of other members of the team. The team who completes the task in the shortest period of time is declared the winner.

The effectiveness of this gaming activity can be demonstrated by observing the participants' behavior in future group efforts.

Performance Objectives

After participating in the gaming activity. the participant will be able to:

1. Understand the importance of cooperation among members of a group who are attempting to perform a group task.
2. Demonstrate the importance of the awareness of the needs of others in a group-oriented activity.

Equipment, Materials, and Supplies

1. 1 table for every 5 persons; if you have 25 participants, you need 5 tables.
2. 1 Team Packet for each team (which consists of 5 members); construction of the team packets is described in the "procedures" section.

Procedure

The following procedure is recommended until the instructor has gained confidence and experience in using the game in the classroom.

---

*Prepared by Dr. Jimmy G. Koeninger, Angelo State University, San Angelo, Texas. With permission.

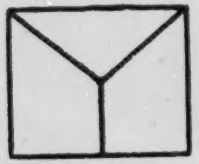
1. Assign particpants to teams consisting of five members. For example, if there are twenty-three participants, you will have four teams and three extra participants. The three extra persons should be assigned as observers to record team behavior.
2. Each team should be located around a table so that all members of the team can exchange puzzle parts with ease.
3. Distribute team packets (use a 9" X 12" envelope) to each team. In each team packet, five smaller envelopes are found, one envelope for each team member. The following directions should be helpful in preparing packets for your teams.

   a. You should prepare several team packets at one time so that you will always have an adequate supply for future use. You might consider making five team packets. Five team packets will accommodate twenty-five participants.
   b. There should be five squares (Appendix III-A) in each team packet. Each square is composed of three puzzle parts; therefore, each team packet will include fifteen puzzle parts.
   c. Code the parts of each square according to the illustration in Appendix III-A.
   d. Secure five envelopes for member packets and code each envelope according to the illustration in Appendix III-A.
   e. Parts which are coded A2 should be placed in member packet A2 as illustrated in Appendix A, A3 parts in packet A3, and so forth.
   f. The five packets (A1, A2, A3, A4, and A5) are placed in a Team Packet "A" as illustrated in Appendix III-A.
   g. Since you will be preparing five team packets, you will want to code all Team Packets differently in case the parts would be mistakenly combined. Each Team Packet should be coded with a different alphabet letter--i.e., "B", "C", "D", and "E". Puzzle parts should be coded the same as for Team Packet A (as illustrated in Appendix III-A) except the prefix "B" would be used--e.g., "B1", "B2", "B3", "B4", and "B5".
   h. Patterns for the five squares are provided in Appendix III-B. A number of materials could be used to make the squares. The more durable the material, the longer the squares will last since they will be handled a great deal in a gaming activity. Cardstock can be used and acquired economically. An easy way to differentiate sets of squares per team would be to secure different colored material for each team. If available, plexi-glass would be an excellent material to use. Follow the patterns accurately so that parts which are identical in different squares will be interchangeable.
4. Announce: "Will one member from each team open the Team Packet and take out the five envelopes and distribute one envelope to each team member. Each member should open the envelope and empty the contents in front of him on the table. Do not attempt to do anything until I provide you with additional directions."

5. Announce: "The team's task is to make five squares, one square in front of each team member. There are exactly enough puzzle parts among each team to construct five squares. The first team to complete the task is the winner. I want the teams that complete the task to observe remaining teams until all teams have constructed the five squares."
6. Announce: "The three puzzle parts you have in front of you will not make a square. To make a square, you must receive puzzle parts from other team members. However, there are rules which must be followed:

   a. No team member may talk, signal, gesture, or behave in any manner that would provide guidance, direction, or suggestions to any team member. You may not in any manner alert a team member of your need for a puzzle part he has in front of him.
   b. You can only give, not take.
   c. You cannot help another person construct his square.
   d. Remember: each team member must construct a square so that a team will have five squares when the team has completed its task."

7. Announce: "If there are no questions, you may begin. Good Luck!"
8. As a team completes their task (to construct five squares), request that they observe other teams and note the teams' approaches to constructing their squares.
9. It is not necessary that all teams complete the task; therefore, you may want to restrict the amount of time you devote to putting the squares together--e.g., ten minutes.
10. You will find it is difficult to recall your observations unless you record them. Use a note pad to record the teams' strengths and weaknesses.
11. Notice those team members who construct their square and then completely withdraw from helping others. It is possible to construct many individual squares but there is only one way to construct all five squares at one time. One square must be assembled like the one below or the other members will not be able to construct their squares. A team member may have to break a completed square so that another team member may have a part he needs to complete his square. You will also observe how difficult this is for some team members.



12. You will also observe how difficult the task is for people who are leaders. The task is also difficult for followers since there are no cues which provide direction to followers.
13. You will observe how difficult it is for team members to abide by the rules. The discipline demanded by the rules is too much for most of the participants.

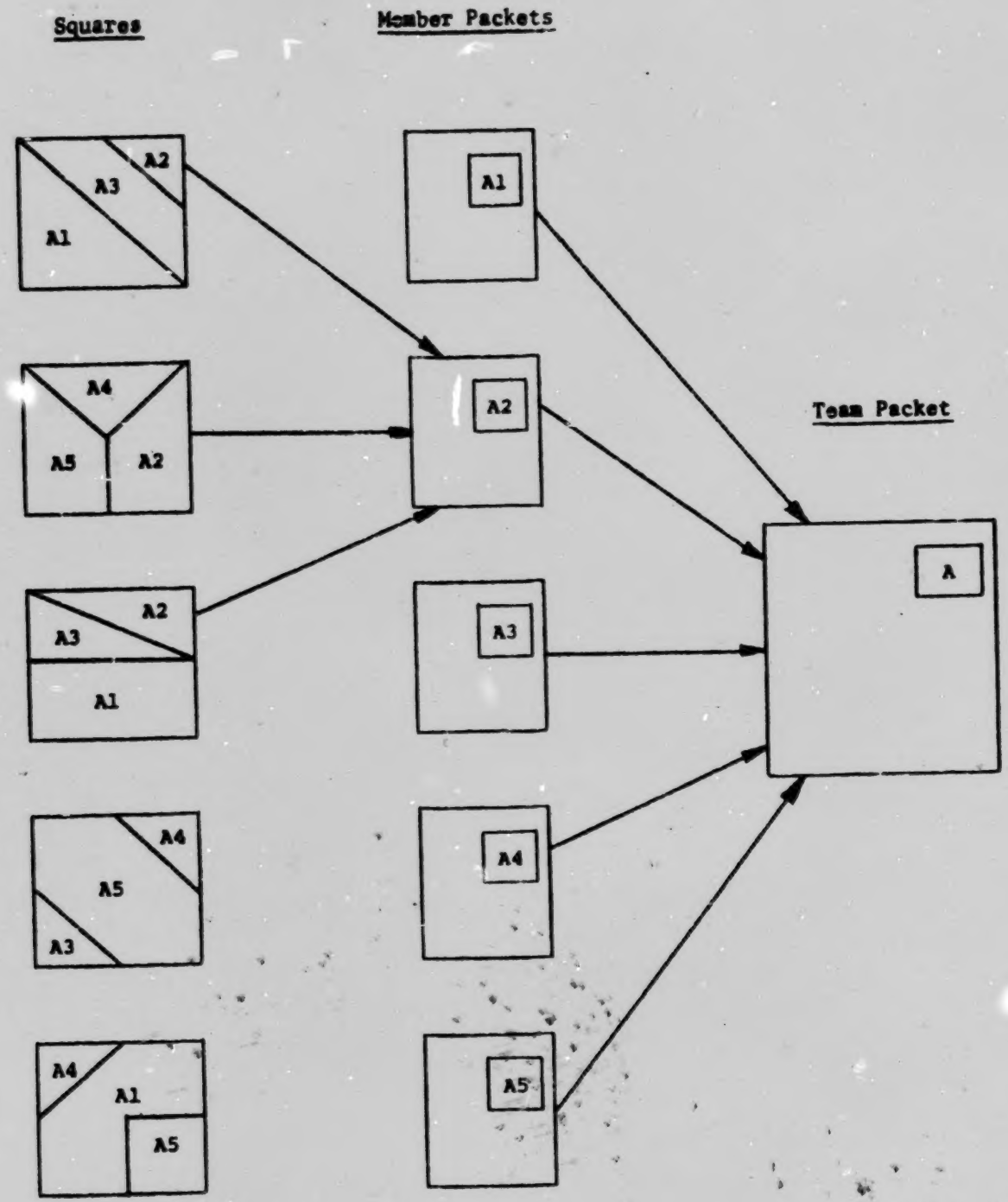
14. When participants give someone a part, observe what usually happens. If the recipient does not use the part the way the giver wanted, the giver will many times reach out to place the puzzle part for the receiver. It is difficult for many persons to assign someone a job and then let the person do it himself.
15. At the conclusion of the gaming period, a post-game discussion should follow.

Post-Game Discussion Questions

First, request the observers to report what they noticed. Second, the participants should make observations about their own behavior and that of other teams they watched. Third, use the following questions to stimulate group discussion and teach concepts using the questioning method.

1. Did anyone find it difficult to focus upon the needs of other members in your team? If so, why? In a work situation, are you aware of the needs of other persons with whom you work? Should you be aware of others' needs? Did the game emphasize why awareness of others is important?
2. Did anyone become so involved with their own task that they failed to be aware of others? Do we do this on the job also? How can we insure this won't happen again?
3. Did anyone on your team complete their square and then fold their arms and refuse to break up their square and give it to someone who obviously needed one of the squares to complete his square? Isn't this same behavior observable at work?
4. Did you find it difficult to abide by the rules? Why? Are there rules at work which you find difficult to accept? Why are rules established? Are they useful or a hindrance? In what way?
5. Did you give someone a puzzle part and then become frustrated because the receiver did not know where to put it? Did you help them? Why? Does this same experience occur at work? Why must a person assign someone a task and then let them do it without intervention? If someone has difficulty in completing his task, should you do it for him or provide additional information and/or training to successfully complete the task?
6. What did you learn from your participation in this game?

Appendix III-A



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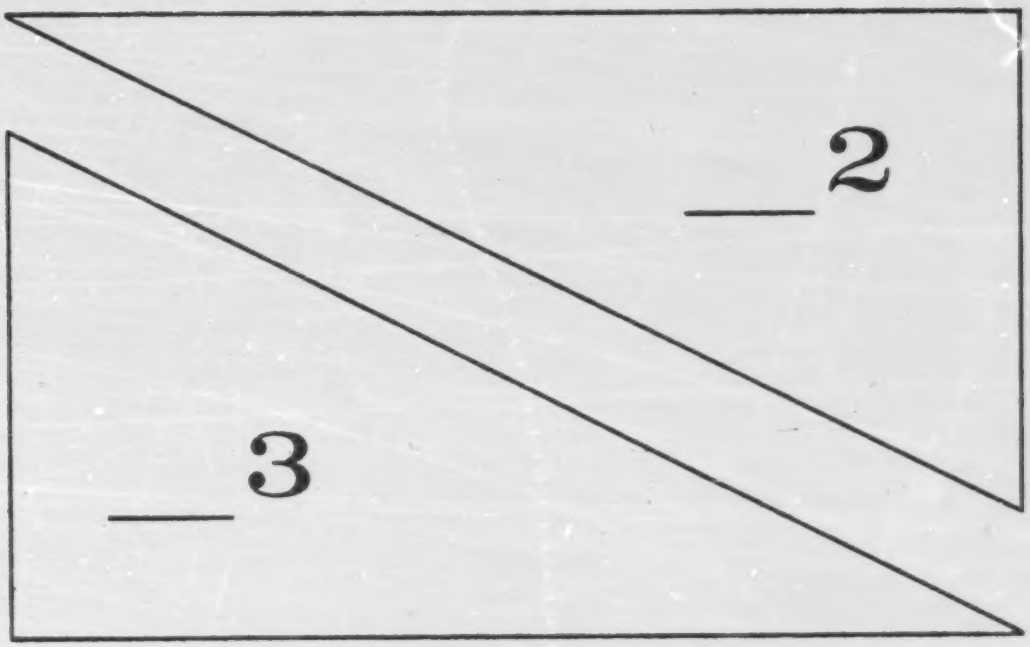

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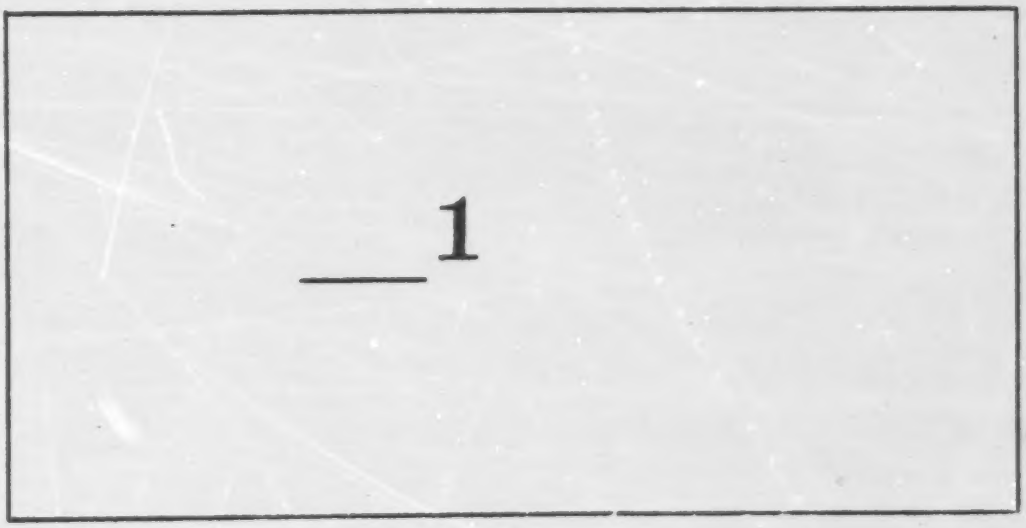

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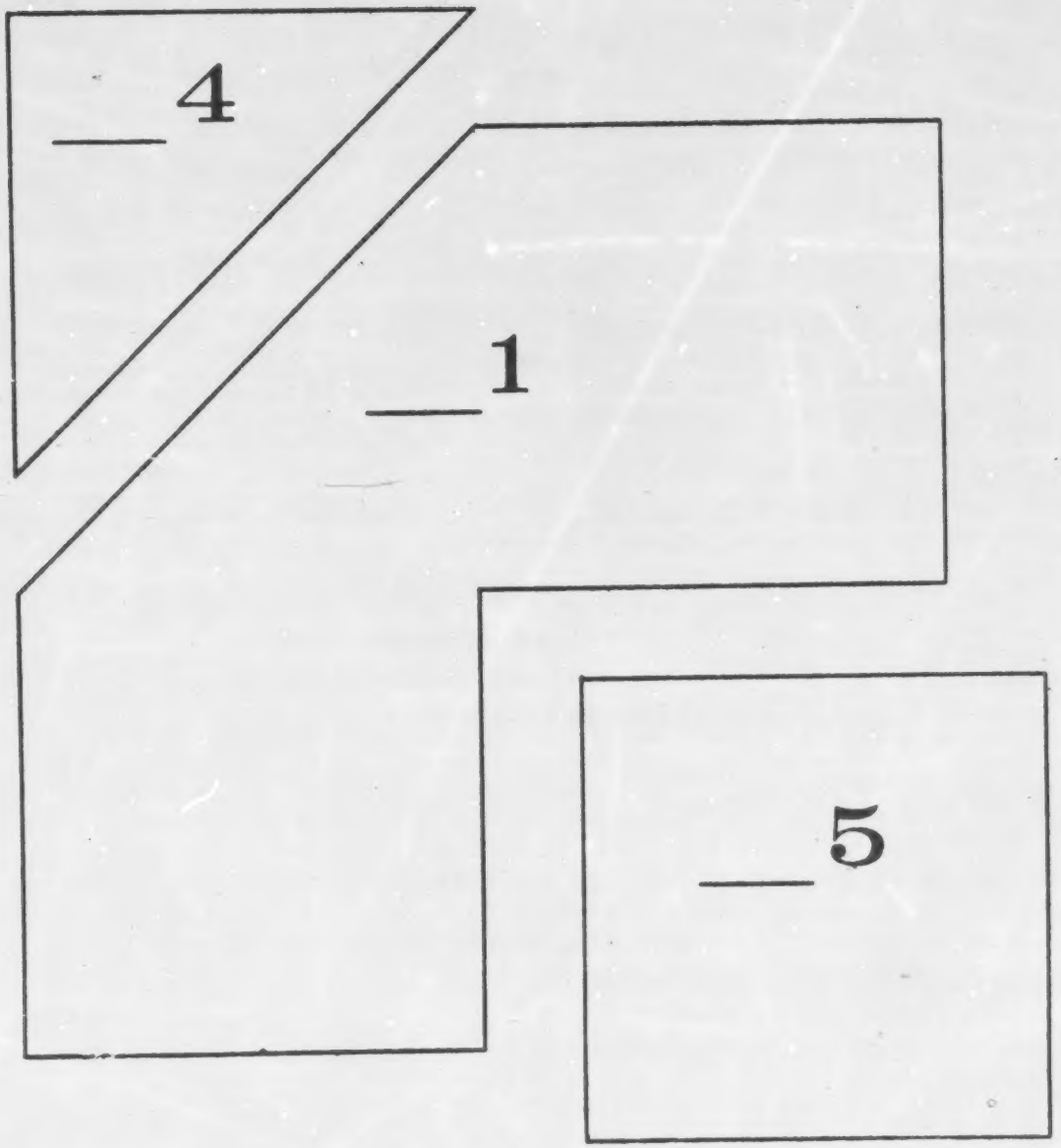
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THE MOON SURVIVAL GAME*

Game Overview

In this game participants assume they are traveling to the moon via a spaceship to man a weather station located on the light side of the moon. Approximately 200 miles from the weather station the spaceship experiences mechanical difficulties and is forced to crash on the surface of the moon. During the crash much of the equipment aboard was destroyed or damaged. The survivors' ability to survive a 200-mile trip to the weather station depends upon their ability to choose which items should be taken on the trip.

The participants will review the 15 items which survived the crash and rank the items in terms of their importance to survival during the 200-mile trip to the weather station.

After individual ratings are made, the participants are divided into teams. The teams are called upon to rank the items as a group, employing group consensus principles in their decision-making activities.

Individual and team rankings are compared to the "correct ranking". In almost all cases, the team rankings are superior to individual rankings, thus drastically illustrating that groups function more effectively than individuals working separately.

Performance Objectives

After participating in this gaming activity, the student will be able to:

1. Identify group consensus-making principles.
2. Suggest advantages for employing group consensus-making principles in decision-making activities in a group setting.
3. Acknowledge that when groups function effectively, they perform better than if individuals had worked separately.

*The Moon Survival Game was prepared by Dr. Jimmy G. Koeninger, Angelo State University, San Angelo, Texas. This group involvement activity is also known as The NASA Exercise, Lost on the Moon, and Trip Across the Moon. The original exercise was devised by Joy Hall of the University of Texas and reported in the February, 1969, issue of Today's Education. With permission.

Procedure

The following procedure is recommended until the instructor has gained confidence and experience in using this game.

1. Distribute "Individual Participant Instructions" (Appendix IV-A) and the "Individual Ranking Sheet" (Appendix IV-B) to all the participants.
2. Discuss the situation in which the participants find themselves. The participants are travelling to the moon via a spaceship to man a weather station, the spaceship experiences mechancial difficulties en route, and crashes on the moon approximately 200 miles from the weather station.
3. Discuss the task the participants must accomplish. The participants should review the fifteen items which survived the crash (column a of Appendis IV-B) and rank the items (column b) in terms of their importance to their survival on the 200-mile trip to the weather station. Each individual should rank the items using "1" as the most important item to "15", the least important. Columns "c" and "d" (of Appendix IV-B) should not be completed until directed.
4. Divide the participants into teams with no more than six members. Since you are seeking total participation by all team members, it is recommended that the group should be kept relatively small--e.g., six.
5. Each team should select a group leader to serve as spokesman for their team. (If you want to build an added dimension into the game, assign teams but do not direct the group to select a team leader. The team will quickly realize the necessity for appointing a group leader in order to accomplish their task.)
6. Each team should select a recorder/observer.
7. Distribute "Team Instructions" (Appendix IV-C) to each team member and the "Team Report Summary" (Appendix IV-D) to the team recorder/observer. Discuss the team's task--to arrive at a team ranking of the items they would take on the 200-mile trip to the weather station.
8. Discuss the group consensus principles (located in Appendix IV-C) the teams should follow to accomplish their task.
9. Direct the recorder/observer for each team to perform two duties:

   a. Record the team rankings in column "f", Appendix IV-D. Instruct the recorder/observer not to be concerned with the other columns until so directed.
   b. Observe the team's behavior in applying the group consensus principles suggested. The instructor should also rotate among the teams and observe their activities which should be used in the post-game discussion period.

10. The teams should be allowed approximately thirty to forty-five minutes to reach their team rankings by consensus. The team's ranking should be placed in column "f" (Appendix IV-D).
11. A brief discussion could follow to discuss the team's general reaction to the "survival decision" and the "group consensus principles".
12. Direct each individual to complete columns "c" and "d" on the Individual Ranking Sheet (Appendix IV-B).
13. Read the correct ranking to the participants which they will use for completing column "c" (Appendix IV-C). The correct ranking was agreed upon by a number of NASA space experts. The correct rankings are:

a. box of matches	15
b. food concentrate	4
c. 50 feet of nylon rope	6
d. parachute silk	8
e. portable heating unit	13
f. two .45 calibre pistols	11
g. one case dehydrated milk	12
h. two 100-lb. oxygen tanks	1
i. stellar map	3
j. life raft	9
k. magnetic compass	14
l. five gallons of water	2
m. signal flares	10
n. first aid kit	7
o. solar-powered radio	5

14. Each participant should compute a differential score for each item. The participant should subtract column "c" from column "b" and place the difference in column "d" for each item. You may want to use the following examples:

(a) Items	(b) Individual Ranking	(c) Correct Ranking	(d) Differential Score
Two 100-lb. tanks of oxygen	1	1	0
Box of matches	5	15	10
Five gallons of water	3	2	1

Even though column "c" rankings may be greater than column "b", negative signs are not attached to the differences placed in column "d".

15. Each participant should add all fifteen differences in column "d" to arrive at a "Total Differential Score". This score should be placed in the box provided.
16. Each team recorder/observer should collect information needed for the "Team Report Summary" (Appendix IV-D).
17. The recorder/observer should request each team member to read his item rankings found in column "b" (Appendix IV-B) and place his ratings in column "b" (Appendix IV-D) for each individual. At the bottom of column "b" (Appendix IV-D), place the individual's "Total Differential Score" in the appropriate box. The individual's "Total Differential Score" is found in column "d" (Appendix IV-B).
18. The recorder/observer should add the participants' rankings for an item and place the total in column "c" (Appendix IV-D). For example:

(b) Individual Rankings						(c) Total of Individual Rankings
1	2	3	4	5	6	
4	7	3	5	4	2	25

19. After the "Total of Individual Rankings" in column "c" has been computed for each item, the recorder/observer should rank order the "Total of Individual Rankings". A ranking of "1" should be assigned to the item that has the lowest total and so forth on through "15", the highest total. These rankings should be placed in column "d" (Appendix IV-D).
20. The recorder/observer should compute the differences between the ranking of averages (column d) and the correct ranking (column g in Appendix IV-D). The correct rankings are the same as those found on the Individual Ranking Sheet (Appendix IV-B, column c). The difference for each item is computed and placed in column "e" (Appendix IV-D). Column "e" is totaled to arrive at the Total Differential Score for the ranking of averages. Place the score in the space provided at the bottom of column "e".
21. Column "f" (Appendix IV-D), the Team's Ranking, should be completed.
22. Column "g" (Appendix IV-D), the Correct Ranking, should be completed. This correct ranking was presented earlier.

23. The recorder/observer should compute the differences between the Team's Ranking (column "f" in Appendix IV-D) and the Correct Ranking (column "g" in Appendix IV-D). The difference for each item is computed and placed in column "h" (Appendix IV-D). Column "h" is totaled to arrive at the Total Differential Score for the Team Differential. Place the score in the space provided at the bottom of column "h".
24. Each team's recorder/observer should read the Total Differential Scores from the Team's Report Summary (Appendix IV-D--columns "b", "e", and "h"). A Reporting Form is found in Appendix IV-E.
25. Without any conversation from the instructor, request the teams to discuss their differential scores--high or low individual, average ranking, and team ranking. The participants will hopefully observe the principles taught in the game without the instructor discussing them.
26. Discuss the team's general reactions to the game and the differential scores.
27. Discuss the post-game discussion questions.
28. The instructor may wish to teach a short unit based upon the game's objectives. Refer to Appendix IV-F (Theory) before teaching a discussion unit or conducting the post-game discussion.
29. You may want to use the same process presented in this game but apply it to a different setting. You should observe the group's performance to note any change of behavior with regard to group decision-making. The second experience will provide the instructor an opportunity to evaluate the effectiveness of the game and the participant's change in behavior.

Post-Game Discussion Questions

1. Why should a group employ group consensus principles in their decision-making activities?
2. How difficult was it for you or others in your team not to argue for your own individual rankings? Why is it important for us to refrain from this type of behavior?
3. Did anyone in your team change their rating because they did not want to cause any conflicts? Why do some "give up" sooner than others?
4. Do you accept everyone's opinion equally or are you influenced by their agressiveness, physical features, educational background, etc.?
5. Should a group accept everyone's opinion as being equal or should a group weigh receptiveness on the basis of the individual's background, etc.?

6. At any time in your team's discussion, did anyone suggest conflict-reducing techniques--e.g., "Let's vote?" Why are techniques like this employed? Are they helpful or harmful to group decision-making?
7. How well did your team use all the resources (individual team member's opinions) available?
8. What would you do differently if you participated in a similar activity?
9. What activities are you involved in at school, on-the-job, or elsewhere in which you will use the principles learned in participating in the game?
10. In summary, what did you learn from participating in this game?

Appendix IV-A

INDIVIDUAL PARTICIPANT INSTRUCTIONS

You and several other persons are traveling in a space ship to the moon to operate a weather station located on the light side of the moon. Approximately 200 miles from the weather station your space ship experiences mechanical difficulties and is forced to crash on the surface of the moon. During the crash much of the equipment aboard is destroyed or damaged. Your ability to survive a 200-mile trip to the weather station depends upon your ability to choose which items should be taken on the trip.

You should review the fifteen items (in column "a" of Appendix IV-B) which survived the crash and rank the items (in column "b") in terms of their importance to your survival on your 200-mile trip to the weather station. Place a "1" in column "a" for the most important item on the list and so on through "15", the least important.

Appendix IV-B

INDIVIDUAL RANKING SHEET

Items (a)	Individual Ranking (b)	Correct Ranking (c)	Differential Score (d)
One case dehydrated milk			
First aid kit			
Five gallons of water			
Life raft			
Two 100-lb. oxygen tanks			
Portable heating unit			
50 feet of nylon rope			
Box of matches			
Food concentrate			
Parachute silk			
Two .45 calibre pistols			
Stellar map			
Magnetic compass			
Signal flares			
Solar-powered FM receiver/transmitter			
		Total Differential Score	

Appendix IV-C

TEAM INSTRUCTIONS

Your team is responsible for arriving at a group ranking of the items they would take on the 200-mile trip to the weather station. Each member of the team has ranked the items individually; however, in this exercise your team should employ group consensus principles in their decision-making activities.

Group consensus principles you should follow are:

You should not:

1. Argue for your own individual rankings.
2. Change your mind only to reach agreement and avoid conflict.
3. Employ conflict-reducing techniques--i.e., voting, averaging, or trading.
4. Perceive differences of opinion as being a hindrance to the team's efforts.

You should:

5. Exchange useful information.
6. View differences of opinion as being helpful to the team's efforts.
7. Support only decisions with which you can agree somewhat.

You will soon realize that group consensus is difficult to reach. Therefore, team decisions may not meet with everyone's complete approval. Your team should attempt to arrive at each ranking so that all members can at least partially agree.

Team rankings should be recorded in column "f" on Appendix IV-D (Team Report Summary).

Appendix IV-D

TEAM REPORT SUMMARY

(a) Items	(b) Individual Rankings						(c) Total of Individual Rankings	(d) Rankings of Averages	(e) Differential Individual Rankings	(f) Team Ranking	(g) Correct Ranking	(h) Team Differential
	1	2	3	4	5	6						
One case dehydrated milk												
First aid kit												
Five gallons of water												
Life raft												
Two 100-lb. oxygen tanks												
Portable heating unit												
50 feet of nylon rope												
Box of matches												
Food concentrate												
Parachute silk												
Two .45 calibre pistols												
Stellar map												
Magnetic compass												
Signal flares												
Solar-powered FM receiver/ transmitter												
Total Differential Scores												

Appendix IV-E

REPORTING FORM

Team	Differential Scores			
	A		B	C
	Individual		Team Average	Team Ranking
	High	Low		
1				
2				
3				
4				
5				
6				
7				

Appendix IV-F

THEORY

Studies of group decision-making and problem-solving have indicated that decisions produced by individual interacting in a group are usually superior to decisions produced by individuals when certain kinds of tasks are to be carried out. Where a task is relatively simple in its elements, where the elements are objectively separable, and where the task calls for a strict sequence of acts that can be performed by an individual, then an individual trained to organize or solve that type of problem will almost always reach a better decision, and more rapidly, than would a group.

However, in the case of problems that are complex, that have many alternative paths or orders of sub-tasks through which the problem can be attacked, in which the elements are not easily discerned or conceptualized, in which one person can do one sub-task without interfering with another, and, in particular, where the efficacy of the solution depends on the continued coordination of a number of persons, then the decision will almost always be superior if it is produced by a group, in comparison to being produced even by the most capable of individuals. Furthermore, coordination will be superior if those persons involved in performing the task compose the group making the decision. Of course, the quality of the decision is also affected by the skills of the group members in coordinating their individual resources and their efforts.

Three decision-making styles observed to occur often in groups are: (1) decisions made by a single person or a minority of a group, (2) decisions based on the ability of a majority to overrule a minority, and (3) decisions based on support and agreement of the total group after debate and discussion. While it is difficult to obtain these decision-making patterns in their pure form, even under controlled laboratory conditions, studies by behavioral scientists indicate that each has a different effect on a group's performance. Speaking again of complex tasks demanding coordination, decisions emanating from the minority sub-group style (which is the style most frequently used in everyday life) are the least effective in using member resources and in obtaining the commitment of members, and are least apt to be decisions of high quality. When the number of members contributing to a decision is few, the final decision depends on the limited resources of the few. Generally, the minority (or one person) does less well than the total group both because it usually does not have as much resourcefulness as the total group and because mutual probing and stimulation are

missing. This especially is true in complex organizations such as schools, in which the central tasks of the organization cannot be carried out in a small face-to-face group involving most of the members.

The majority-vote style relies more than does the previous method on the combined effects produced by interaction and the resources of most individuals. As such, it is superior to the minority style in producing effective decisions. However, some assets are still being wasted when the majority vote is used. To the extent that the out-voted or non-involved minority are unable to use their resources and to influence the decision, there are still some resources not being brought to bear on the decision.

The decision-making style of group consensus represents a pattern of interaction in which all participants contribute resources and all share in the final decisions. No decision becomes final that cannot obtain the approval of nearly all members; for this reason, consensus is difficult and sometimes impossible to obtain. It requires a fairly advanced understanding of the dynamics of conflict, interpersonal relations, and the use of individual resources. Observations indicate, however, that the method of consensus, when applied to complex problems requiring complex interpersonal coordination, results in decisions of superior quality which are usually well implemented.

If the method of consensus is to be used to greatest effort, the group must be skillful in using its resources. Ordinary life in groups does not enable most of us to develop the requisite skill. In fact, even if one develops skill of this sort in one group, he may find himself quite unable to bring this skill to bear in another group.

Goal Area IV WORK ETHICS

Goal To promote work attitudes consistent with the community norms.

Rationale:

Every society defines acceptable work behaviors for employees within that society. It is important, therefore, for the individual worker to understand the acceptable work ethic in order to contribute to the successful operation of his firm.

Purposes:

The purpose of this unit is to:

1. acquaint the student with acceptable job performance standards, such as punctuality, attendance, loyalty, honesty, promptness, etc.

WORK ETHICS

1. Objective*: The student will illustrate his understanding of the American work ethic by identifying primary principles related to it.

Content	Activities	Resources
importance of attitude in relation to work a. consequences of poor attitude b. productivity as effected by attitude promptness production loyalty morale honesty attendance	a. group discussion on the description and impact of the American work ethic b. employer presentation on the American work ethic c. employer-student panel discussion reflecting on issues related to the American work ethic d. have students list behaviors which are in agreement with the work ethic and behaviors which are not in agreement with the work ethic e. An important consideration in formulating an effective "work ethic" is the concept of goal-setting behavior. The attached "Cube Stacking Game" is appropriate for this section.	

WORK ETHICS

Resources

CAREER OPPORTUNITIES, New York Life Insurance Company, 51 Madison Avenue, New York, New York 10010.

JOB GUIDANCE FOR YOUNG PEOPLE, U.S. Bureau of Labor Standards, U.S. Government Printing Office, Washington, D. C.

"Child Labor Law Packet," Florida Department of Commerce, Tallahassee, Florida.

"Job Information Series," Florida Employment Service, Local Offices.

THE JOBS YOU GET, Turner-Livingston Reading Series, Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607.

"Just a Minute," Florida Department of Commerce, Tallahassee, Florida.

"The Hurrying Kind," U.S. Army Recruiting Service, Office of the Adjutant General, Washington, D. C.

MAKING THE MOST OF YOUR SCHOOL DAYS, McGraw-Hill Publishing Company, New York, New York.

"A Mooning for Jimmy," National Urban League, 14 East 84th Street, New York, New York.

"Stay in School," U.S. Navy Recruiting Service, Local Offices.

THE FRIENDS YOU MAKE, Turner-Livingston Reading Series, Follett Publishing Company, 1010 W. Washington Blvd, Chicago, Illinois 60607.

THE TOWN YOU LIVE IN, Truner, Livingston Reading Series, Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607.

YOUR BEHAVIOR PROBLEMS, English & Foster, Science Research Associates, 259 East Erie Street, Chicago, Illinois.

FILMS AND FILMSTRIPS

"Aptitudes and Occupations," Coronet, Sales Department, Coronet Building, Chicago, Illinois 60601.

"Automation Hamburger," Burger King, P.O. Box 338, Kendall Branch, Miami, Florida 33156.

"Developing Responsibility," Coronet, Sales Department, Coronet Building, Chicago, Illinois 60601.

"Guidance Series," Sets 1 through 6, McGraw-Hill Publishing Company, 330 West 42nd Street, New York, New York 10022.

"World of Work," Guidance Associates, Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 90017.

"Your Boss Is Proud of You," McGraw-Hill Publishing Company, 330 West 42nd Street, New York, New York 10022.

"Constitution and Employment Standards," Indiana University, Department of Visual Education, Bloomington, Indiana.

"When I'm Old Enough, Goodbye," Coronet, Sales Department, Coronet Building, Chicago, Illinois 60601.

"Four Who Quit," Science Research Associates, 259 East Erie Street, Chicago, Illinois.

"I Never Went Back," Charles Cahill & Associates, Inc., P.O. Box 1010, Hollywood, California 90028

"School Dropout," Coronet, Sales Department, Coronet Building, Chicago, Illinois 60601.

"What Good Is School?", Science Research Associates, 259 East Erie Street, Chicago, Illinois.

"Are You a Good Citizen?" Coronet, Sales Department, Coronet Building, Chicago, Illinois 60601.

"Consumer Protection,"Coronet, Sales Deaprtment, Coronet Building, Chicago, Illinois.

"Dressin' Up," Association Films, Inc., 347 Madison Avenue, New York, New York 10017.

"Preface to a Life," Norwood Films, 926 New Jersey Avenue, Northwest, Washington, D.C.

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THE CUBE STACKING GAME*

Game Overview

In this game, participants are placed around tables on which several cubes have been placed. Participants are told to estimate the number of cubes they can stack in a single vertical column within a specified period of time. The participants establish their goal, stack the cubes, and compare their actual cube stacking performance with their goal. Participants also have the opportunity to establish goals and compete with other participants for "profit points". A third goal setting activity involves team participation.

Participants are provided the opportunity to:

1. Compare their goal setting behavior with their actual performance.
2. Observe the effect the achievement motive has upon their goal setting behavior.
3. Appreciate the difficulty of establishing goals for which no past experience has been provided.
4. Experience group goal-setting behavior.

Performance Objectives

After participating in this gaming activity and the post-game discussion, the participant will be able to:

1. Approach goal-setting activities with a more realistic attitude.
2. Understand the problems of establishing goals--as individuals or in a team situation.
3. Understand the influence of the achievement motive in himself and other participants.
4. Understand the influence of the group upon goal-setting.
5. Understand the difficulty in motivating workers.

Equipment, Materials, and Supplies

1. An adequate number of tables on which the cubes will be stacked. No more than four participants should be placed around a table.

*Prepared by Dr. Jimmy G. Koeninger, Angelo State University, San Angelo, Texas , with permission.

2. Approximately 350 cubes are needed to accommodate 16-20 participants. The cubes which this writer has used were wooden and 1-1/2 inches square. NOTE: Ask your industrial arts teacher to cut these cubes for you. Or substitute some other stackable item such as pennies, sugar cubes, erasers, etc.
3. Goal setting record sheets are needed for the participants.
4. A one-minute timer is also needed.

Procedure

The following procedure is recommended until the instructor has gained confidence and experience in using this game.

1. Distribute the cubes evenly among all tables. If the cubes are distributed unequally to the participants, their goal setting behavior may be affected. Cubes should be spread evenly on each table so that all participants can reach them easily.
2. Announce: "On each table you will find a number of cubes. Your task will be to see how many cubes you can stack in a single vertical column in one minute. (You should demonstrate how this is to be accomplished.) You can only use one hand to stack your column."
3. Distribute the Record Sheet (Appendix II-A).
4. Announce: "Let's look at the Record Sheet. For time period one, I want you to estimate (establish your goal) how many cubes you can stack in a single vertical column in one minutes. Has everyone established their goals? Any questions?
5. Announce: "You will receive profit points based upon the number of cubes you stack in relationship to the goal you established. If you do not attain your goal, you will receive five profit points for each cube stacked. For example, if your goal was 12 and you only stacked 9 cubes you would receive 45 profit points. However, if you attain your goal, you receive 10 profit points for each cube you stacked up to your goal and 5 profit points for each cube you stacked beyond your goal. For example, if your goal was 12 and you stacked 15 cubes, you receive 10 profit points for each cube you stacked up to your goal (12 cubes X 10 points = 120 profit points) plus 5 profit points for each cube you stacked in excess of your goal (3 excess cubes X 5 points = 15 profit points). Thus, you will receive 135 profit points for stacking 15 cubes with a goal of 12 cubes."
6. Announce: "If everyone is ready, Go!"
7. Allow one minutes for the cube stacking activity. You should observe the participants and take notes of unique approaches. Some participants will proceed quite slowly and deliberately while others will work more rapidly. Announce to participants to be careful so they do not knock over another participant's column of cubes.
8. Announce at the conclusion of the one-minute work period: "Stop. Count the number of cubes you stacked, record your 'actual performance' on the Record Sheet, and compute the number of 'profit points' you received for your effort."

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9. You may find it helpful to stimulate post-game discussion if you post goals and actual performances on the blackboard. Notice those participants who established their goal much lower than their actual performance and those who established their goals much higher than their actual performance.
10. Announce: "Let's try it a second time. You know how many cubes you stacked in the first time period, how many cubes do you feel you can stack in this second time period? Place your goal on the Record Sheet."
11. Announce: "If everyone is ready, Go!"
12. Allow one minute for cube stacking activity. Walk around the room and record what you observe.
13. Announce at the conclusion of the one-minute work period: "Stop. Count the number of cubes you stacked, record your 'actual performance' on the Record Sheet, and compute the number of 'profit points' you received for your effort."
14. You may want to conduct a brief discussion at this time, but save a major review for the post-game discussion. Again, you may want to record goals and actual performances on the blackboard.
15. Announce: "This time, each table (4 persons at each table) will compete as a team. Each team should select one team member as the supervisor. The supervisor is responsible for establishing the team's goal; however, the supervisor can, if he wishes, seek assistance from his three workers." (Provide the teams ample time to select a supervisor.)
16. Announce: "Will the team supervisors come forward and I will give you the directions for this third time period."
17. Announce to the supervisors: "You are the team's supervisor and are responsible for establishing your team gaol. When you return to your team, you will have five minutes to establish your team's goal. The team's goal is based upon the total number of cubes all the team members can stack in four vertical columns. For example, if each team member can stack 15 cubes, the team's goal could be established at 60. However, the final decision for the team goal is your responsibility as supervisor. Return to your group, determine your goal, and write your team goal on the Record Sheet."
18. Announce: "If the teams are ready, Go!"
19. Allow one minute for the cube stacking activity. Walk around the room and record what you observe.
20. Announce at the conclusion of the one-minute work period: "Stop. Count the number of cubes your team stacked, record the team's 'actual performance' on the Record Sheet, and compute the number of 'profit points' your team received for your effort."
21. You may want to identify the teams' goals and actual performances and recognize the team who received the most profit points.
22. Conduct the post-game discussion.

Post-Game Discussion Questions

The post-game discussion questions should prove helpful in recalling the participant's behavior for reinforcing what was learned in the gaming experience. Every attempt should be made to relate the participants' gaming experiences to their on-the-job activities.

The following questions relate to "Time Period One"--the first goal-setting effort:

1. How realistic were your goals? How many of you established goals which were exactly what your actual performance was? How many established goals which were too high? How many established goals much lower than your actual performance?
2. Did you have difficulty in establishing your goal in the first time period? Why was it so difficult to estimate the number of cubes you could stack?
3. Did anyone set your goal low, achieve your goal, and stop stacking? Why? (Isn't this similar to many persons in the labor force who do what they're told to do and then quit? Is this a good approach? Why not? Do you think this person will be promoted?
4. Did anyone establish a goal and find out that you could not attain your goal because of environmental influences--i.e., the cubes were not square thus limiting the height, another participant's cubes fell and knocked over your column, the table was jarred, etc. (Isn't this true on the job? We establish goals but are constrained because we lack customers, the right merchandise isn't available, etc.)

The following questions relate to "Time Period Two"--the second individual goal-setting effort:

5. What influenced your goal for the second time period? How much did your actual performance in the first time period affectyour goal in this time period? Were you affected by the goals and performances of the other participants? Which had the strongest influence?
6. Why do persons establish a goal that is easily reached rather than attempting to set a goal which will receive maximum points?
7. Did anyone appreciably increase their goals after the first time period? Why?
8. Were any of you motivated to set a goal that would give you maximum points and thus declare you the winner?

The following questions relate to "Time Period Three"--tne team competition:

9. How did your team establish the team goal? Did the supervisor arbitrarily establish the goal or did workers contribute their ideas? (Compare the different approaches to goal setting and review the teams' successes. You may be able to illustrate which method is better, which hopefully will be when all members are participating.)
10. How did your team accomplish your goal? Some teams will work as individuals; other teams will assign responsibilities, i.e., stackers, suppliers, and supervisors; and other teams will stack their four vertical columns together to achieve a more stable stack and a greater height.) Which method was most successful?
11. As a supervisor, how did you motivate your workers?

Appendix II-A

RECORD SHEET

Time Period One

1. Goal . . . . . _____cubes

2. Actual performance . . . . . _____cubes

3. Profit points received
   (a) If you did not attain your goal, you receive 5 points for each cube stacked . . . . . _____points
   (b) If you did attain your goal, you receive 10 points for each cube you stacked up to your goal and 5 points for each cube you stacked beyond your goal. (For example, if your goal was 12 and you stacked 15 cubes, you receive 10 points for each cube you stacked up to your goal--12 cubes X 10 points = 120 points--plus 5 points for each cube you stacked in excess of your goal--3 excess cubes X 5 points = 15 points--therefore, you receive 135 points for stacking 15 cubes with a goal of 12 cubes.). . . . . _____points

Time Period Two

1. Goal . . . . . _____cubes

2. Actual performance . . . . . _____cubes

3. Profit points received . . . . . _____points

Time Period Three

1. Goal . . . . . _____cubes

2. Actual performance . . . . . _____cubes

3. Profit points received . . . . . _____points

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WORK ETHICS

An Individual Project*

Key: Personal Qualities for Success in Distribution, UIV.

Purpose: To help students formulate a set of workable ethics necessary for them to be successful in business, and to help them have a clear understanding of business ethics from both sides of the job.

Materials needed: notebook paper and pen; a good thesaurus will be helpful.

Procedure: (each student should base his set of ethics on his occupational objective)

1. Prepare a list of business ethics that you think are necessary for success in distribution. These ethics should include ethics with:

   a. the school

   b. the employer

   c. the customer

   d. fellow employees

   e. a base of honesty, loyalty, and courtesy

   f. the family

   g. friends and acquaintances

2. If you were an employer charged with the responsibility of hiring workers, what ethical standards would you want the applicant to have?

3. As a customer, what ethics do you look for in the company that you purchase from? (Examples: a used-car dealer, an appliance store that sells a stereo set for your car, or a restaurant where you eat.)

Time for Completion: Approximately two to three hours may be required for completion. depending upon individual ability.

Evaluation: Grade each student's project on an individual basis, giving credit for quality, quantity, neatness, thoroughness, and originality.

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Goal Area V RESOURCE MANAGEMENT

Goal To enable the student to efficiently obtain and use company resources on the job.

Rationale:

In order to have efficient production, one must have accessability to the necessary resources for accomplishing a task. In order to insure access to the available resources, the employee should identify resource needs and insure effective utilization of these resources.

Purposes:

The purposes of this unit are to:

1. identify the resources required in his occupation;

2. understand the system for maintaining and accounting for his resources;

3. understand the result of the inefficient use of the resources.

RESOURCE MANAGEMENT

1. Objective: The student will identify, account for, and maintain company resources so as to insure efficient utilization.

Content	Activities	Resources
principles of resource management 1. ordering supplies 2. distributing supplies 3. accounting for supplies 4. effective use of supplies 5. coordinating activities with others to meet time lines	a. have students identify the resources with which they work b. have students describe the method used to account for job resources c. have students list the ways the company maintains the durable and expendable resources d. have the students devise a system of resource management for your classroom or some laboratory class; e.g., I.A., Chemistry, etc. e. In the "Production Game" attached, the participants are called upon to use "resources" effectively and efficiently so that they can be the winners in the production effort	

Goal Area VI TIME MANAGEMENT

Goal To enable the student to effectively utilize his work time.

Rationale:

The effective use of time is an important component of job success. In order to be employable, the student must have the ability to plan his time in relation to the job tasks assigned. Effective time utilization is a major contributor to job success.

Purposes:

The purposes of this unit are to:

1. identify relative occupational time concerns;

2. organize responsibilities in relationship to time constraints;

3. understand time policies and procedures of the employer.

TIME MANAGEMENT

1. Objective: The student will list the prescribed procedures for checking in and out of his work station.

Content	Activities	Resources
common check in-check out procedures when going to work and leaving work honesty in check in-check out procedures	a. have the student list his check in-check out procedures b. have group discussion to compare differences and similarities between check in-check out procedures c. have the students establish a check in-check out procedure for the class	

2. Objective: The student will organize his time so that the assigned jobs will be executed efficiently and effectively.

Content	Activities	Resources
organization of work assignment (planning) recognition of task to be performed initiative procedures for obtaining job assignments	a. have the student respond: 1. How do you organize work to avoid wasting time? 2. How do you determine your job assignment each day? 3. What are the procedures and policies for starting, ending, and breaking from work? b. have students plan activities; e.g., field trip, employer banquet (point out principles of planning)	

OTHER SUGGESTED ACTIVITIES
(Time Management)

The "Production Game" previously mentioned in the RESOURCE MANAGEMENT section could be appropriately used in this section also. The instructor would emphasize the effect tardyism and absenteeism have on the production efforts of others who work with an employee who is tardy and absent. The Production Game would need to be modified so that employees were told to be tardy or absent on a regular basis.

RESOURCE AND TIME MANAGEMENT
Resource List

TEACHING RELATED SUBJECTS IN TRADE AND INDUSTRIAL AND TECHNICAL EDUCATION, Milton E. Larson, Charles E. Merrill Publishing Company, 1972.

PERSONALITY DEVELOPMENT FOR BUSINESS, Russon South-Western.

LESTER HILL EMPLOYEE'S GUIDE, Kravitz, Gregg/McGraw-Hill Publichsing Company.

BUSINESS PRINCIPLES AND MANAGEMENT, Shilt, Everard, and Johns, South-Western Publishing.

WOODSHOP TOOL MAINTENANCE, Beryl M. Cunningham and William F. Holtrop, Charles A. Bennett Company, 1956.

SHOP TOOLS CARE AND REPAIR, DeWitt Hunt, D. Van Nostrand Company, 1958.

"Standards for Automotive Service Instruction in Schools, Detroit: IAVE Conference on Public School Automotive Instruction, 320 New Center Building, 1956.

INDUSTRIAL EDUCATION: TRAINING PLANS FOR HIGH SCHOOL INDUSTRIAL COOPERATIVE TRAINING PROGRAMS, Thomas R. White, Project Director, Produced by Vocational Education Program Area, School of Education, Indiana University, Bloomington, Indiana 47401.

OCCUPATIONAL BUILDING CONSTRUCTION CURRICULUM GUIDE FOR GRADES 11 & 12, Denver Public Schools, 1971.

RETAILING PRINCIPLES AND PRACTICES, 5th Edition, Meyer, Richert, and Haines, Gregg Division, McGraw-Hill Book Company, 1968.

RETAIL BUSINESS MANAGEMENT, Gillespie and Hecht, Gregg Division, McGraw-Hill Book Company, New York, 1970.

RETAIL MANAGEMENT, 3rd Edition, Davidson and Doody, The Ronald Press Company, New York, 1966.

THE PRODUCTION GAMES*

Overview

Teams are formed by dividing the participants into groups of four. Each team represents a production unit. "Machines" are provided each team to produce products. Throughout the game participants receive orders from retailers, produce products to fill orders, deliver their products, and receive "profit points" for their efficiency. The winning team is the one who has accumulated the most profit points.

Instructional Objectives

Participation in the Production Game provides the participant the opportunity to:

1. Organize, control, and evaluate a production activity which involves men, machines, and material--the three basic production elements.
2. Participate in a team activity which demands a high degree of cooperation among the players.
3. Compare team approaches used to accomplish their objective--to accumulate "profit points"--and identify effective management techniques used.

Procedure

1. Participants should be divided into teams consisting of four players.
2. Each team should select a team supervisor.
3. Distribute production machinery and materials to the teams, including: 1 pair of scissors, 1 roll of tape, and 60 patterns of Box A.
4. Announce: "Teams may not use any other equipment or materials than those distributed.
5. Provide the teams with a sample set of 'acceptable' products."
6. Explain the manner in which "profit points" are received:

For completed orders	25 profit points
For a late delivery	minus 10 profit points
For orders delivered early	plus 10 profit points
For each set of boxes not in an order	plus 5 profit points

*Prepared by Jimmy G. Koeninger, Angelo State University, San Angelo, Texas, with permission.

7. Each team should be given the opportunity to organize their production strategy. The instructor should make a sample set of boxes and display. Teams should be encouraged to make a few boxes and have them examined to insure that they meet specifications.
8. Using the blackboard or an overhead projector, reproduce the "calendar" for everyone to read.

	TIME PERIODS					
	1	2	3	4	5	6
ORDERS:						
CALAMITIES:						
1. No problems						
2. Taping machine breakdown						
3. No problems						
4. Cutting machine breakdown						
5. One employee sick						
6. Supervisor sick						

9. At the beginning time periods, 2, 4, and 6, each team's supervisor will roll a die (or draw a number) to determine the calamity which will effect the team's production effort for that time period. No calamities will occur in time periods 1, 3, and 5. The instructor should announce the order(s) for each time period and post on the "calendar".

	Order(s)
Time Period 1	5 sets
2	2 sets; 4 sets
3	4 sets; 6 sets
4	4 sets; 2 sets; 3 sets
5	6 sets; 2 sets; 2 sets
6	4 sets; 3 sets; 5 sets

A time period of 5-minute duration will be used. Completed orders must be delivered to the quality control agent to determine if the order satisfies specifications. Points should then be posted on a "Point Chart" similar to the one below.

POINT CHART

TEAMS	1	2	3	4	5	6	TOTAL
1							
2							
3							
4							
5							
6							

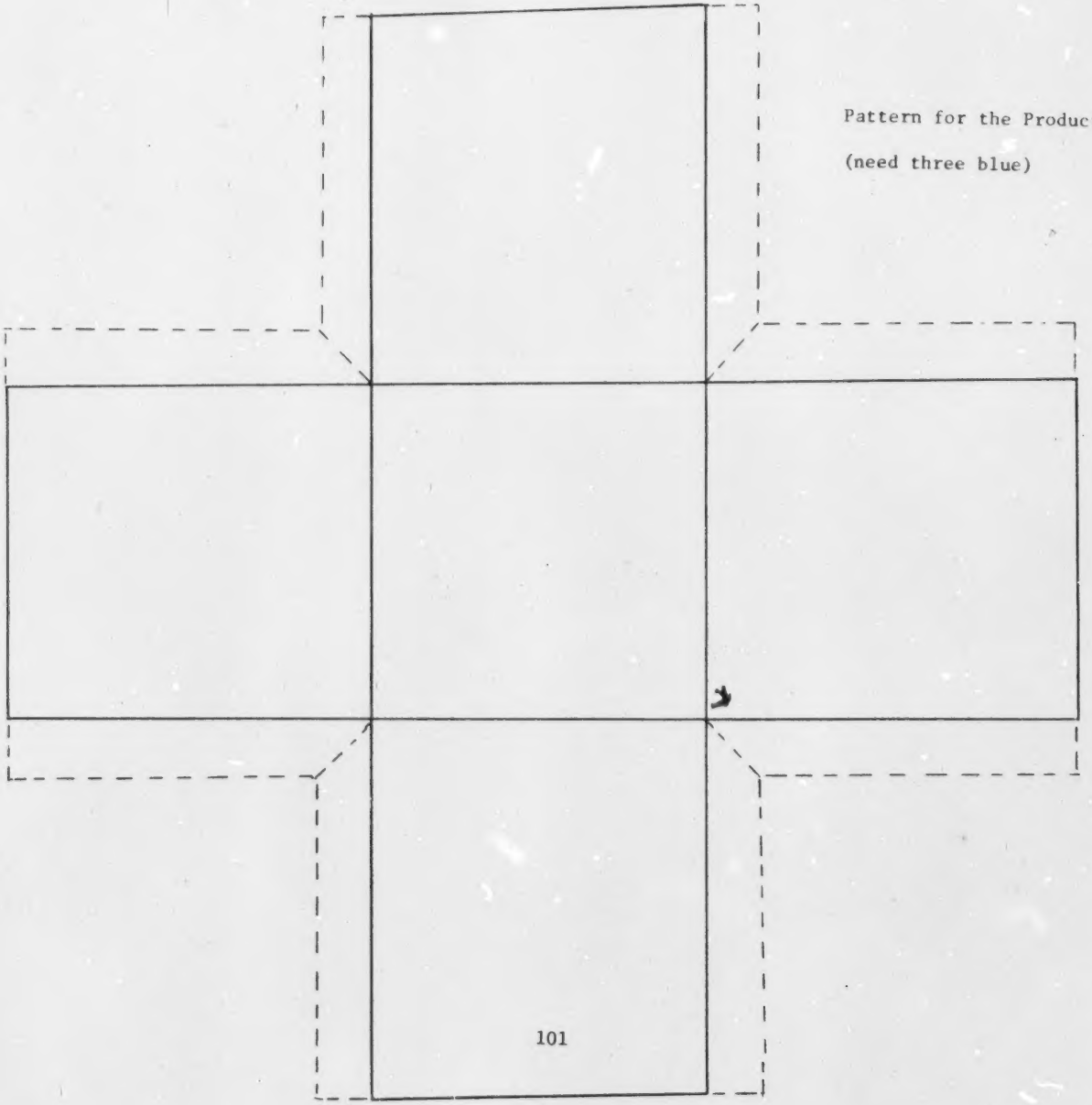
10. At the end of each time period, teams can have the opportunity to discuss their production techniques in hopes of improving their performance.
11. The game concludes at the end of the sixth time period and points totaled to determine the winning team.

Post-Game Discussion

1. What plans were made by each team (especially the more productive teams)?
2. What would your team do differently if you were to play the game again?
3. Were your teams' plans specified or were they somewhat general?
4. Did each team member know exactly what was expected of them?
5. Did the lack of specificity of responsibilities affect the team's production?
6. What difference did the "calamities" make on the team's production and plans?
7. Did your team use any management aids; e.g., flow charts?
8. Would "graphic" aids have helped the team's performance?
9. Did the supervisor provide adequate direction to the team?
10. How would you direct the team if you were the supervisor?
11. Did the supervisor become too actively involved in a particular part of the production effort and lose his awareness of the total production effort?
12. Did you establish your own quality control standards to insure acceptability of your order?

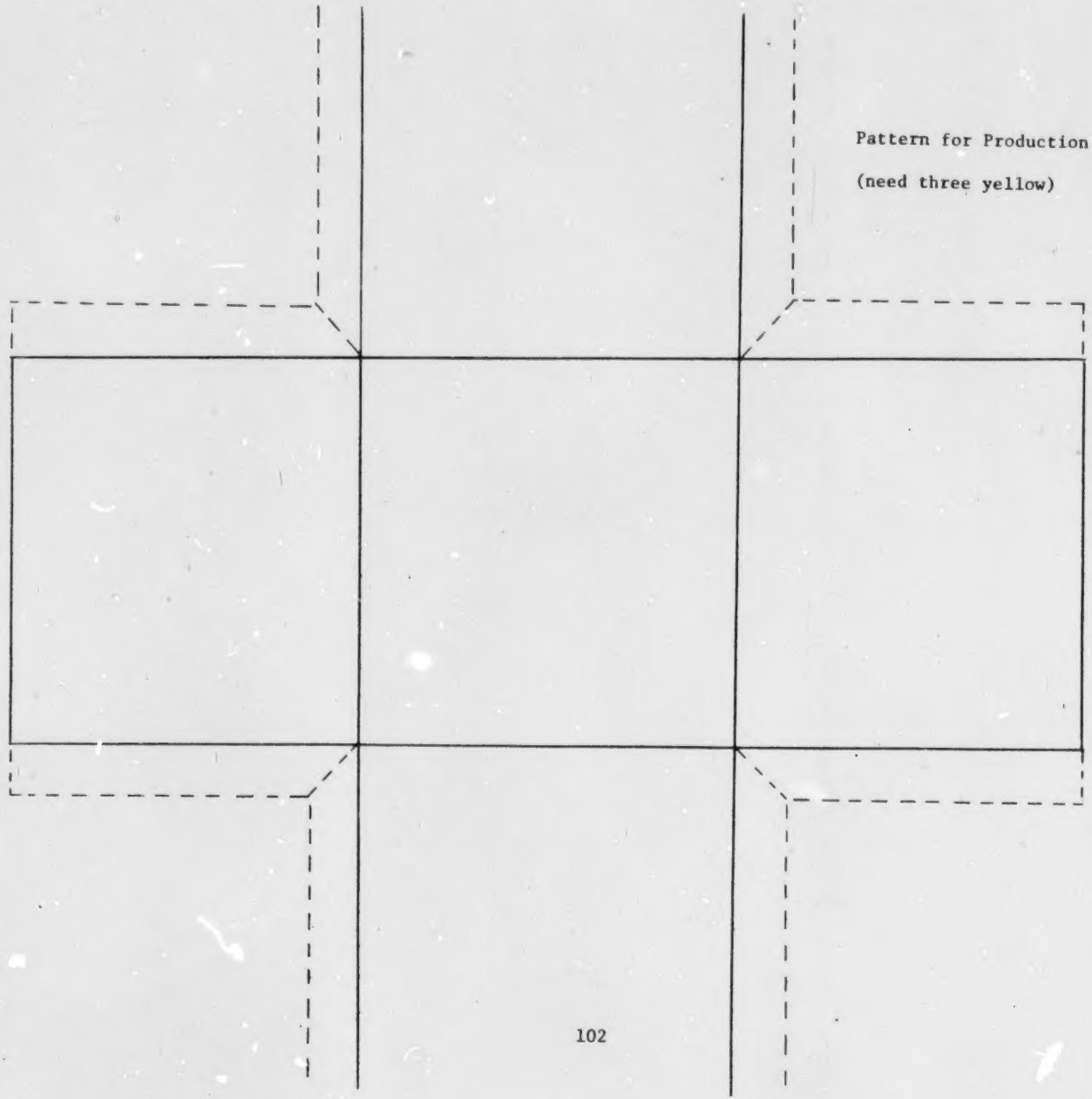
Pattern for the Production Game

(need three blue)



Pattern for Production Game

(need three yellow)



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SECTION TWO

TASK LISTING AND DETAILING

JOB LISTING
FOR
PRODUCE CLERK

Task Listing

a. Unloads produce deliveries from supplier's or warehouse truck.
b. Checks deliveries for proper quantities and weights.
c. Checks deliveries for proper quality and freshness.
d. Informs head produce clerk of improper quality, quantity, or weight of merchandise.
e. Opens boxes and containers for preparation of produce displays.
f. Prepares produce for display by washing, trimming, and separating bulk produce.
g. Packages produce items using treated film and trays.
h. Bunches and bands select produce items in sizes and weights as directed by head produce clerk.
i. Weighs and prices select product items for display.
j. Bags, weighs, and prices select produce items using treated bags.
k. Sets up dry and refrigerated produce racks according to layout assignment by head produce clerk.
l. Checks produce items for spoilage and removes spoiled items for disposal or price reduction.
m. Reduces price of distressed or spoiled produce, and displays according to direction of head produce clerk.
n. Reworks and trims unsold items for maximum freshness.
o. Rotates all produce items for maximum freshness.
p. Freshens wet produce by using water or ice.
q. Places price cards or markers on produce racks as required.
r. Paints and prepares special display signs.
s. Decorates produce department with display materials.
t. Assists customers in selecting and weighing produce.
u. Bags and price-marks produce after weighing produce for customer.
v. Assists customers in finding items in other departments of the store.
w. Explains and suggests uses of produce and possible cooking techniques to customers.

JOB LISTING
FOR
GROCERY CLERK

Task Listing

a. Assists customers in locating merchandise.
b. Refers customers' complaints and requests to manager.
c. Bags groceries and assists customers out of store.
d. Gathers merchandise from stockroom for stocking of dry groceries.
e. Checks inventory on shelves to determine items needed from stockroom.
g. Cuts or opens full cases of merchandise for price marking.
h. Price-marks dry groceries by using price catalog.
i. Price-marks groceries by using invoice copies from the warehouse.
j. Stamps price on each item of merchandise using price stamper.
k. Places priced items on shelves where needed.
l. Disposes of empty cartons by burning them, wrapping them in bundles for salvage, or throwing them on refuse pile.
m. Puts empty cartons in designated area near check lanes for customer use.
n. Blocks and faces dry groceries on shelves for better sales presentation.
o. Cleans shelves and dusts stock.
p. Changes any incorrect prices on grocery items.
q. Makes price changes on grocery items on direction of supervisor.
r. Builds displays of featured items in designated areas, such as end of aisle, center of aisle, and front of the store, as directed by supervisor.
s. Uses stacking technique, dumping technique, or cut-case technique to build displays.
t. Gathers merchandise from stockroom for building displays.
u. Paints and letters signs for displays.
v. Places special promotional material on displays and windows.
w. Dismantles displays and puts merchandise on grocery shelves or in stockroom.
x. Rotates coded items on grocery shelves so that older merchandise is sold first.
z. Rotates coded cases of merchandise in stockroom so that older cases are brought to the salesfloor first.
aa. Unloads warehouse truck and places grocery items in proper stockroom position.
bb. Disposes of damaged or spoiled merchandise as directed by supervisor.
cc. Checks warehouse deliveries for proper quantities and items.
dd. Acts as cashier when assigned.
ee. Sorts and racks beverage bottles
ff. Unloads and checks dairy and frozen food deliveries.
gg. Inspects refrigeration cases for correct temperature.
hh. Sweeps, mops, waxes, and buffs floors in grocery area.

GROCERY CLERK (cont.)

Task Listing

ii. Reports pilferage or theft to manager or security officer.
jj. Arranges and marks stockroom merchandise for physical inventory.
kk. Checks pricing of merchandise using price book.
ll. Cleans dairy, frozen food, and ice cream refrigeration cases.
mm. Attends store meetings.

JOB LISTING
FOR
PROFESSIONAL SALESPERSON (Entry)

Task Listing

a. Specializes in selling a certain type of merchandise or group of related merchandise.
b. Develops a customer following (clientele), who can be called and informed of new merchandise.
c. Is adept at suggestion selling and nearly always increases the amount of the sale.
d. Informs buyer of stock shortages and merchandise running low.
e. Keeps stock neatly arranged.
f. Keeps counters and display fixtures clean and attractive.
g. Helps arrange attractive displays of merchandise in the department.
h. Explains care of merchandise and demonstrates its uses.
i. Explains merchandise benefits and qualities.
j. Directs customers to other areas and services in the store.
k. Deals with customers on an individual basis, analyzing their needs and desires, showing and demonstrating merchandise that fills their needs, and encouraging them to make proper purchases.
l. Writes sales checks quickly and accurately.
m. Wraps packages.
n. Replenishes floor stock from a reserve stock.
o. Rings sales on cash register.
p. Handles "closing out" procedures at day's end--rings off and clears register, totals day's receipts, and turns in money to cashier.
q. Calls credit authorization to approve customer charges.
r. Calls attention to new merchandise and to sale merchandise.
s. Trades up during a sale by emphasizing qualities of higher priced merchandise.
t. Advises customer as to current fashions and syles.
u. Assists customer in trying on and fitting garments.
v. Calls fitter or makes appointment for fitting if alterations are needed.
w. Sells by telephone.
x. Gives customer cash refund or charge credit on returns of merchandise.
y. Takes inventory of stock.

JOB LISTING
FOR
MARKER/STOCKMAN

Task Listing

a. Marks or tickets merchandise by hand or with marking equipment.
b. Receives and checks merchandise shipments for quantities, condition, etc.
c. Reports merchandise shortages to supervisor.
d. Transfers merchandise from stockroom to selling departments.
e. Maintains orderly and accessible stock in the stockroom area.
f. Packs damaged merchandise and ships back to manufacturers.
g. Assists with customer pickup and delivery service.
h. Takes stock counts of merchandise in stockroom.

JOB LISTING
FOR
RECEIVING CLERK

Task Listing

a. Receives incoming shipments of merchandise.
b. Tallies invoices, bills of lading, or delivery tickets.
c. Determines discrepancies, losses, and damages.
d. Marks identification on packages.
e. Routes packages to proper departments.
f. Keeps a written record of all entering merchandise.
g. Writes duplicate discrepancy report when shipment and bill of lading, ticket, or invoice do not agree.
h. Marks on package apron number and number of packages in shipment.
i. Signs postal receipts.
j. Uncrates merchandise.

JOB LISTING
FOR
CREDIT INTERVIEWER

Task Listing

a. Personally interviews persons applying for charge accounts.
b. Helps individuals fill out application forms.
c. Investigates applicants' credit records.
d. Obtains information from credit bureaus, references, and other stores with whom the credit applicant has accounts.
e. Sends form letters advising individuals whether their accounts have been accepted.
f. Supplies information to credit bureaus and credit bureau members.
g. Explains types of accounts to credit applicants.
h. Converts or transfers accounts from one type to another.
i. Answers customer complaints on billing.
j. Changes charge addresses for customers.
k. Explains limits and terms of different types of accounts to customers.
l. Discusses delinquent accounts with customers.
m. Sells gift certificates, especially at Christmas.
n. Informs customers by mail that complaints have been corrected or adjusted.
o. Helps with customer billing, sending out statements.
p. Helps process bill payments made by mail.
q. Itemizes charge accounts on microfilm.
r. Sends letters to closed ledger accounts encouraging desirable customers to reopen accounts.

JOB LISTING
FOR
DISPLAY HELPER

Task Listing

a. Gathers merchandise from various departments for window displays.
b. Returns merchandise to departments after displays are dismantled.
c. Helps set up window displays under the direction of the display assistant or manager.
d. Hangs and helps set up interior store decorations.
e. Helps carry equipment, such as ladders and staplers, for setting up displays.
f. Helps make background pieces and signs.
g. Helps dismantle displays.
h. Runs errands.
i. Dresses mannequins for displays.
j. Stores display fixtures and supplies.
k. Presses clothing for displays.

JOB LISTING
FOR
OFFICE CLERK

Task Listing

a. Prepares payrolls.
b. Maintains open-order files.
c. Receives and clears invoices for payment.
d. Acts as receptionist, taking messages and making appointments.
e. Attends telephone switchboard--answers and routes calls and places outgoing calls.
f. Performs general office and clerical tasks.
g. Maintains store personnel records.
h. Types letters and memoranda.
i. Prepares regular reports and records.
j. Reads registers and makes sales reports.
k. Maintains advertising records.
l. Handles employee purchases.
m. Counts and distributes money and cash banks for cash registers.
n. Works on sales floor when necessary.
o. Relieves checkout cashiers.
p. Makes cash pickups during the day from checkout cashiers.
q. Checks on and pays freight bills.
r. Checks on arrival of merchandise before ads appear.
s. Makes bank deposits.
t. Checks and files price changes against new price listing.
u. Sends price change reports to regional and home offices.
v. Extends figures from physical inventories.

JOB LISTING
FOR
CHECKER (Cashier)

Task Listing

a. Rings up purchases of merchandise on cash register, guided by prices marked on each item.
b. Rings items on proper departmental key.
c. Makes correct change and counts it out to the customer.
d. Accepts checks from customers according to policy of store.
e. Receives approval on check cashing from head cashier or manager.
f. Reports and records register errors on proper form.
g. Turns in error form to head cashier after work period.
h. Receives valid redeemable consumer coupons and reimburses customer accordingly.
i. Credits customer for returned bottles and reports this exchange on proper form.
j. Cleans check-out counter and equipment.
k. Stocks cigarettes and sundry items located at check-out counter.
l. Reports customer requests and complaints to the manager.
m. Stocks specific grocery sections as assigned by store manager.
n. Orders merchandise for specific grocery sections.
o. Reports bagging supply requirements to store manager.
p. Reports cash drawer requirements to head cashier.
q. Reports suspected cash drawer overages and shortages to head cashier.
r. Advises customers on special promotional merchandise.
s. Changes cash register tapes.
t. Gives cash drawer and special reports to head cashier at end of work period.
u. Arranges cash drawer to include coupons, checks, and special report forms at end of work period.
v. Maintains familiarity with store layout in order to direct customers.
w. Bags customer orders for carry out.
x. Requests bagging assistants (bag boys).
y. Reports theft and pilferage to store manager.
z. Reports improper pricing to store manager.
aa. Reports out-of-stock items to store manager.
bb. Reports malfunction of check-out equipment to head cashier.
cc. Attends store meetings as required.

JOB LISTING
FOR
BANK TELLER

Job Description

The bank teller is an individual who possesses a pleasant personality, a mature attitude toward money, has an acute sense of responsibility, and must be bondable.

The position requires operation of the Teller Machine, Typewriter, Adding Machine, Check Writer, and Coin Counting Machine. Being a Teller requires skills in change making, check cashing, filing, sales of food stamps, cashing "Series E" bonds, selling money orders, cashier checks, travelers checks, deposit transactions, transference of funds, Xmas club, tellers balance sheet, ordering and selling money.

The salary range may be hourly ($2.00) for part-time tellers, while those who work full-time receive from $325 to $500 for monthly salary. The potential exists for advancement to Head Telier, General Ledger (Operations) Department, and Loan Department. Study courses are underwritten through the ABA (American Banking Association) by the local bank. In some cases the local bank will pay in-part for courses taken at an educational institution locally. The position is reviewed periodically for possible advancement.

Some of the activities and responsibilities listed above may vary according to size and organizational structure of the institution.

Task Listing

a. Punch in on time clock.
b. Check cash drawer out from vault.
c. Pick up night deposits.
d. Check mail.
e. Coffee.
f. Unlock doors.
g. Taking deposits.
h. Transfer funds to proper accounts.
i. Take Xmas Club deposits.
j. Use of change machine.
k. Public relations.
l. Use of teller machine.
m. Use of adding machine.
n. Use of typewriter.

Task Listing

o. Use of check writer machine.
p. Lunch break.
q. Lock coin top in safe, balance out check.
r. Clock out.
s. Unlock drawer.
t. Replace coin top from safe to machine.
u. Check withdrawees account numbers.
v. Check withdrawees account balances.
w. Use phone.
x. Housekeeping.
y. Assist file clerks.
z. Substitute for teleaires.
aa. Run outs--all checks cashed.
bb. Send "in" and "out" total to proof department.
cc. Fill out teller balance sheet
dd. Lock up money and return to vault sign out.
ee. Send all non-department items out.
ff. Order money for next day.
gg. Sell money.
hh. Count checks for credit statements.
ii. Cover and lock all machines.
jj. Count money for other tellers.
kk. Use tellers checklist if you don't balance.
ll. Set dates and use stamps for items identification.
mm. Reset dates on machines.

Task Detailing

a. Time clock
   1. Obtain appropriate time card from time card storage rack
   2. Insert time card into time clock in the appropriate manner
   3. Activate time clock mechanism if manual operation clock
   4. Return card to appropriate slot in card storage rack
   5. Repeat procedures for clocking out
b. Mail
   1. Insert customer copy of deposit slip into "speedy mailer" and insert in envelop for mailing back to customer
   2. Separate the mailings into "in-town" and "out-of-town" designations
   3. Put envelops into "in-town" and "out-of-town" filing boxes for pick-up for mailing

Task Detailing

c. Mail (incoming)
   1. Obtain mail via delivery
   2. Count # of mail items
   3. Indicate # on teller machine tape
   4. Open mail envelopes
   5. Count money within
   6. Verify amount contained with amount indicated on deposit slip within envelope
   7. Check for proper endorsement on check
   8. Punch appropriate corresponding dollar amount on teller machine
   9. All cash recorded on "cash-in" slip
   10. All deposits requested via mail recorded on "cash-out" slip
   11. Insert "cash-in" and "cash-out" slips into teller machine and punch appropriate amount for printing on tape as well as slips
   12. Insert slips into appropriate filing slots according to single or multiple items for pick-up by proof department personnel
   13. Bank's copy of deposit slip and check(s) filed in appropriate department or credit slots

d. Pickup night deposit
   1. Obtain keys
   2. Open door
   3. Remove bags
   4. Have two people present
   5. Take deposits to teller area

e. Night deposit
   1. Indicate # on teller machine tape
   2. Open bags
   3. Count money
   4. Verify amount contained with amount indicated on deposit slip within bags
   5. Check for proper endorsements
   6. Punch appropriate corresponding dollar amount on teller machine
   7. Record all cash on "cash-in" slip
   8. Insert slips into appropriate filing slots according to simple or multiple items for pick-up by proof department personnel
   9. File copy of deposit slips in proper area

f. Check out cash drawer
   1. Obtain sign out sheet
   2. Check drawer's contents
   3. Sign the sign out sheet
   4. Take drawer to teller's area

JOB LISTING
FOR
NEWSPAPER ADVERTISING MAN

Job Description

The newspaper advertising man has knowledge of advertising layout and design and is capable of composing advertising copy and headlines. He must be an imaginative person with an abundance of new, fresh ideas and basic knowledge of all business operations within his community. For example: in Riverton, Wyoming he should be familiar with agriculture, mining, retailing, hard and soft goods, sports, and other local businesses peculiar or common to the area. He should possess a personality enabling him to sell his product (advertising) to customers who may benefit (any business or individual who needs exposure of his product to the public). He may expect a beginning salary of $6,000 to $6,5000 per year with opportunities for advancement unlimited depending upon the size of the community and circulation of the newspaper. He must have a general education with emphasis in English, speech, salesmanship, marketing, advertising, and art. He must have knowledge of the newspaper presses and the capabilities of all its equipment. Although a 40 hour work week is stipulated, oftentimes much more time needs be devoted and he is always on call. An expense account for out-of-town work is common. The ad man must be discreet with information from accounts. He must be able to take abuse from dissatisfied customers and have patience in dealing with people. He must remember that politics and religion are not to be discussed with business acquaintances and customers.

Task Listing and Detailing

a. Salesmanship and public relations.
   1. Plan contacts for day
   2. Plan advertising or suggestions for advertising each account may like
   3. Contact accounts
   4. Obtain list of products or services to be printed
   5. Propose general format of ad
   6. Obtain preliminary approval
   7. Review advertising needs for future special events
   8. Obtain approval for developed layout
   9. Obtain approval of proof
   10. Schedule next visit to particular accounts
   11. Promote newspaper goodwill
   12. Take telephone orders
b. Ad layout and design of ad.
   1. Review notes and copy obtained during visitation
   2. Select appropriate size for ad

Task Listing and Detailing

3. Prepare ad copy
4. Select appropriate art work or illustration(s)
5. Select appropriate headline and type
6. Layout entire ad including head, copy, illustration, and other pertinent information
7. Proofread and present to account for approval
8. Send layout to printer for proofing
9. Proofread and present to account for final approval
10. Send to printer
11. Make all records for billing

c. Miscellaneous tasks.
   1. Layout and dumming of newspaper
   2. Attend professional association meetings
   3. Keeping record of mileage and expenses for reimbursement on out-of-town sales trips
   4. Keep record of column inches sold, color requested, placement of ads, and days of week to be run
   5. Notify reporters when a news story is found

Additional Detailing

a. Contact accounts
   1. Make telephone appointment if necessary
   2. Determine appropriate person to contact
   3. Contact appropriate person in charge of advertising
b. Plan contacts for day
   1. Check records for date and time of last visit
   2. Schedule visits for day depending upon need (frequency of ads run and time of week normally run)
   3. Call and make appointments, if necessary
c. Plan proposed account advertising
   1. Search for innovative ideas
   2. Consult records for past account advertising trends
   3. Read competitive newspaper ads; also magazines, billboards, TV & radio
   4. Sketch your proposed ideas for presentation to account
d. Obtain items for advertising
   1. Discuss ad items with account
   2. Suggest seasonal items appropriate to the ad
   3. Discuss

JOB LISTING
FOR
MEDICAL X-RAY TECHNOLOGIST ASSISTANT

Job Description

The X-Ray technologist assistant assists the X-Ray technician in X-Raying healthy, sick and disabled people. He may perform his work in either hospitals, clinics, private offices, or in industry. He must be capable of transporting patients to and from hospital rooms and X-Ray rooms. He should have some knowledge of human anatomy and bone structure. He identifies, removes, and develops X-Ray film. He must identify, record, and file patients X-Ray information properly. He must keep X-Ray table and X-Ray room clean and orderly at all times. He must adjust to any situations whether routine or emergency.

The X-Ray technologist assistant must be neat in appearance and work habits and respect cleanliness as a saintly feature. He must be tolerant and considerate of patients and their conditions. He must have good health and be capable of meeting requirements without tiring. He should have a high school educational background in Chemistry, Algebra, Geometry, Trigonometry, Biology, and General Science. Knowledge of electrical and mechanical details is helpful.

Depending on education and experience, salaries may range from $4,000 to $6,000 per year.

Task Listing

a. Patient transportation.
b. Dark room procedures.
c. Filing.
d. Set up X-Ray room.
e. Housekeeping (general).
f. Housekeeping (dark room).

Task Detailing

a. Patient transportation
   1. Obtain wheel chair
   2. Locate patient's room
   3. Locate correct patient (check hospital arm band)
   4. Be courteous to patient
   5. Determine patient's physical capabilities

Task Detailing

6. Lock wheels on wheel chair
7. Position foot pedals up
8. Remove covers from patient
9. Properly cover patient with robe or proper attire
10. Assist patient to wheel chair
11. Position foot pedals down
12. Unlock wheels
13. Check out patient at nurse's station
14. Transport patient to X-Ray room
15. Assist technologist with patient to X-Ray table
16. Prepare patient for X-Ray
17. After filming, return patient to hospital room following reverse procedures

b. Dark room procedures (developing)
   1. Properly identify film with patient and doctor names
   2. After exposure, remove film from cassette
   3. Properly place film in automatic processor
   4. Remove film from processor when bell rings
   5. Place film on viewing screen for technologist
   6. Check film for contrast details and definition
   7. If film has imperfections, repeat procedures

c. Record filing
   1. Know alphabet and numbers
   2. Place patient's name on 3x5 card; last name first
   3. Properly identify card with proper number
   4. Place proper X-Ray information on 3x5 card
   5. Identify 3x5 card with number on envelop
   6. File envelop in proper sequence in file cabinet

d. Set up X-Ray room
   1. Clean X-Ray table with fluid
   2. To prepare for patient's X-Ray--depends on technician, patient, type of X-Ray and on-the-job training

e. General housekeeping
   1. Keep X-Ray room clean and orderly
   2. Clean table with alcohol between patients
   3. Keep desk and files clean and in proper order
   4. Clean viewing screens

   Note: Hospital unit cleans floors, sinks, etc.

f. Housekeeping--dark room
   1. Clean processor once a week--must be shown by supervisor or tech.
   2. Clean cassette with anti-static cleaning fluid

JOB LISTING
FOR
YARD FOREMAN

Job Description

A yard foreman needs some actual carpentry background and experience in order to become acquainted with, use, and operate the materials and equipment associated with the building trades. A basic math background is a necessity. A personality which will enable the foreman to effectively deal with customers is highly desirable. This person must be able to organize his work and supervision and that of the rest of his helpers. Qualified foreman earn from $2.50 to $4.00 per hour plus overtime.

Task Listing

a. Pick up material and building requests.
b. Assign sorting and loading tasks to helpers.
c. Do custom carpentry projects.
d. Figure labor on custom carpentry projects.
e. Wait on customers.
f. Supervise unloading and stocking of materials.
g. Oversee yard maintenance and cleaning.
h. Maintain equipment.
i. Annual physical inventory.

Task Detailing

a. Pick up material and building requests
   1. Report to office
   2. Pick up order copies
   3. Sort order copies according to immediacy of need
b. Assign work to helpers
   1. Check help for proper dress
   2. Determine assignments by qualifications
   3. Distribute order copies
   4. Advises helpers on availability of materials
c. Custom carpentry
   1. Determine project work
   2. Study project plan
   3. Collect materials
   4. Size and shape materials
   5. Assemble project according to plan
   6. Record time spent on project

Task Detailing

d. Compute labor cost
   1. Figure total time
   2. Add special equipment cost
   3. Determine job value
   4. Arrive at adjusted cost for labor
   5. Mark labor cost on order copy
   6. Return order copy to office
e. Wait on customers
   1. Greet customers appropriately
   2. Find out customers needs from order copy
   3. Select material to fill customers orders
   4. Cut and shape material to fit customers orders
   5. Package materials for customers
f. Supervise unloading and stocking of materials
   1. Check bill of lading
   2. Position truck
   3. Unload and check materials against invoice
   4. Check for damaged goods
   5. Sign bill of lading
   6. Take freight slip to office
g. Yard maintenance and cleaning
   1. Observe yard condition
   2. Delegate general housekeeping chores
   3. Supervise housekeeping
h. Equipment maintenance
   1. Observe equipment condition
   2. Make emergency repairs
   3. Do scheduled maintenance and lubrication
   4. Inform management of equipment conditions and needs

JOB LISTING
FOR
NURSES AIDE

Job Description

Main Function: To assist professional personnel by performing nursing care to patients. Reports To: Staff Nurse. Duties and Responsibilities: Provides direct personal care of patients such as assist in admission and discharge of patients; escorts and transports patients, assists in moving patients to bed, chair, or walking, gives bed bath, sitz and tub bath, help wash and groom patient, feed or assist in feeding, serves water, nourishments, take TPR, may prepare patient for surgery, may give perineal care. Performs variety of service function such as: helps serve trays, answers patient and visitors inquiries, care for flowers, prepare hot water bottle, etc. Performs duties in care and cleaning of rooms such as make beds, collect trays, clean up after meals, clean patient equipment and rooms after discharge, keep utility and service rooms in order. Is responsible for following instructions closely and for reporting to Reg. Nurse observations and symptoms indicative of patient's adverse reactions to treatment and patient complaints. Performs such other duties as professional personnel pertaining to the nursing department. Expected to attend all meetings pertaining to Job Title.

Age--18 and older; Sex--Female or Male; Education--high school diploma or equivalent; Phys. Dem.--on feet most of day, lifts, pulls, pushes patient and furniture; Hazards--exposed to illnesses; Salary--min. wage to $2.00 an hour; Advancement--LPN, 2, 3, 4, 5 RN Programs; Social Skills--ethics, sincerity, nonprejudiced, good grooming, communication.

Task Listing

Provides direct personal care of patients in hospital by assisting with:

a. Admitting and discharging.
b. Escorting and transporting.
c. Moving to bed or chair.
d. Walking.
e. Giving baths.
f. Feeding.
g. Serving water.
h. Taking TPR.
i. Giving enemas.
j. Preparing for surgery.
k. Giving perineal (OB) care.

Task Listing

l. Writing reports.
m. Operating oxygen, traction, and suction equipment.
n. Administering CPR (cardio pulmonary recess.).
o. Answering lights.
p. Answering patient inquiries.
q. Caring for flowers.
r. Running errands.
s. Preparing ice packs and hot water bottles.
t. Cleaning rooms and equipment.
u. Making beds.
v. Delivering trays.
w. Collecting trays and cleaning up after meals.
x. Keeping service rooms in order.
y. Reporting observations and complaints of patients.
z. Attending staff meetings.
aa. Understanding medical terms.
bb. Gathering intakes and outputs (of urine).
cc. Doing odds and ends.
dd. Following instructions.
ee. Communicating with patients and supervisors.
ff. Cleaning patients' equipment.

JOB LISTING
FOR
CARPENTER - FACTORY CONSTRUCTED HOMES

Job Description

Person with or without experience and has the initiative to do construction work. High school graduate with background in construction mathematics, blueprint reading, and some knowledge of home construction preferred. Will hire person with less than high school education if references and skills indicate proficiency. Will give preference to community college graduate in construction technology. Must be reliable and dependable. Must have working knowledge of different types rules, tape measures, plumb (string) lines, squares, hammer, use of different hand saws and skillsaws as well as how to read a level. Starting pay is $2.50 per hour without previous experience and training, $2.75 with at least one year's experience and/or training. Job may work into Leadman of a crew. Four 10 hour days per week with three day weekends. Liberal fringe benefits.

Task Listing and Detailing

a. Operation of pressure nail guns.
   1. Learning the total operation of the gun
   2. Understand differences between guns for use of different jobs; three different types
   3. Heavy duty and medium duty guns accept 8-16 penny nails; eight duty guns accept smaller than 8 penny nails and are also used for finish nails
   4. Know when gun needs lubrication
   5. Know when gun needs repair
   6. Know how to switch guns from heavy duty pressure hose to light pressure
   7. Toenail floor joists to side beams
   8. Straight nail flooring to floor joists

b. Floor laying.
   1. Determine number of sheets of 3/4" plywood needed to cover entire floor skeleton
   2. Lay out entire floor to make sure all is square
   3. Put ribbon of glue on floor joists and immediately lay down sheets of plywood
   4. Determine position of floor joists and staple plywood to them

c. Read blueprints.
   1. Read prints according to 40', 48', 52' plans, 12" or 16" centers for floor joists
   2. Determine stress areas of bathroom and kitchen, and sizes of each
   3. Make notes on blueprints or notepad as to size lumber to be used in particular areas; i.e., 12" lumber on 12" centers for stress areas

Task Listing and Detailing

d. Beam and floor joist positioning.
   1. Consult blueprints and notes from day before
   2. Grade floor joist material for strength and determine 16" or 12" centers
   3. Tape measure out beams, marking where each beam is to be placed
   4. Position floor joists in relation to beams
   5. Position hangers on beams to hold floor joists
   6. Nail hangers to beams and then to floor joists with heavy 1-1/2" nail
   7. Square unit as a whole
e. Lay floor in such a manner that the house is square.

After the floor is laid, the Floor Leadman works for and under the supervision of the Wall Leadman until all walls in the house (and outside walls as well) are in position. This requires about 2 to 2-1/2 hours.

JOB LISTING
FOR
FOOD SERVICE - CHEF

Job Description

Although the curriculum may vary, usually a major part of each student's time is spent in learning through actual practice in well-equipped kitchens. The student receives instruction in baking, preparing food, and in the use and care of kitchen equipment. Instruction also may be given in selecting and storing food, determining the size of individual portions, planning menus, and buying food supplies in quantity, as well as in hotel and restaurant sanitation and thepublic health aspects of food handling.

Task Listing and Detailing

a. Safety and accident prevention.
   1. Sharpening knives
      (a) less danger of slippage safer than dull knife
      (b) don't leave when they can't be seen
      (c) keep in safely constructed drawers
      (d) do not hold carelessly
      (e) never reach for a falling knife
      (f) keep knives dry
   2. Machines
      (a) make sure you have been trained before using
      (b) make sure safety devices are in place
      (c) use extreme care when using slicing machine
      (d) use a tool to push food into the grinder
      (e) know how to use food chopper and don't be careless when using
      (f) don't use unsafe equipment
   3. Miscellaneous
      (a) clean up spillage immediately; most serious accidents in kitchens are caused by spillage
      (b) control temper
      (c) lift properly
      (d) use fry towels to handle hot cooking utensils
      (e) use caution when opening steamer
      (f) keep stove and hood free from grease to prevent fires
b. Cutting up vegetables.
   1. Develop a better understanding of nutritional values
   2. Develop an understanding of gourmet pleasures
   3. Learn to respect and study their delicate, sensitive nutrients & flavors
   4. Kinds of vegetables to prepare
      (a) blanched--green vegetables
      (b) steamed--not recommended except for frozen vegetables

Task Listing and Detailing

(c) boiled
(d) braised
(e) sauteed

c. Soup chef.
   1. The stockpot
      (a) how to prepare
      (b) use of bones
      (c) use of blending herbs
      (d) learning use of proper vegetables
      (e) how to saute
      (f) length of time to prepare
   2. Difference between clear and thick soup
      (a) clear--bouillon and consommes
      (b) thick--cream soup, puree soup, vegetable soup, national soup, speciality soup
   3. Broth of different flavors
      (a) chicken broth
      (b) fish broth
      (c) vegetable broth
      (d) the consomme
      (e) the cream soups
      (f) the vegetable soup
      (g) the national soup
      (h) the specialty soup

d. Learn basic sauses and their uses.
   1. basic knowledge of sauces
      (a) importance of sauces
      (b) importance of stocks in making sauces and soups
      (c) learn to make brown sauce
      (d) use only the finest ingredients for fine sauces
   2. Knowledge of the stockpots and how to make each of the ten types
      (a) chicken broth
      (b) veal broth
      (c) vegetable broth
      (d) fish stock
      (e) gravy stock
      (f) Grad Jus
      (g) Remouillage
      (h) game stock
      (i) brown stock
      (j) turtle stock

Task Listing and Detailing

3. Knowledge of thickening agents
   (a) Roux
   (b) White Roux
   (c) Pale Roux
   (d) corn starch
   (e) Beurre Manie
   (f) white wash
   (g) liaison
   (h) Arrowroot
   (i) blood
4. The classification of sauces
   (a) brown sauce
   (b) white sauce
   (c) tomato sauce
   (d) butter sauce
   (e) compound butter
   (f) special sauces
   (g) cold sauces

e. Roasting of meats.
1. Knowledge of meats
   (a) pork
   (b) veal
   (c) beef
   (d) fish
   (e) fowl
2. Knowledge of temperatures for the different meats and how long it has been aged
3. Learn the different procedures for roasting meats
   (a) heat temperatures--open flame, closed flame, dry heat
   (b) different roasting pans
   (c) how to seal in juices
   (d) how to use spices
4. Learn procedures for braised meats
   (a) meat of secondary quality
   (b) know sauces
   (d) know how to add vegetables
5. Procedures for broiled meats
   (a) what type heat
   (b) sealed in juices
   (c) temperatures and how long
   (d) difference in heat--gas, electricity, wood, charcoal
   (e) appearance in preparation

Task Listing and Detailing

6. Procedure for glazed meats
   (a) knowledge of aromates
   (b) how to use cooking wines
   (c) temperatures and times
   (d) using brown stock
7. Procedures for stewed meats
   (a) knowledge of spices
   (b) knowledge of temperatures and time
   (c) knowledge of pots and covers
   (d) knowledge of sauces
   (e) how to use meats, fats, and bones
   (f) how to use vegetables

JOB LISTING
FOR
BUSBOY OR FLOOR GIRL

Job Description

A floor girl or busboy assists the waiters and waitresses in efficiently serving customers in dining establishments. Cleaning tables, changing linens, setting tables, pouring water and coffee and serving drinks constitute the major duties of a busboy or floor girl. Busboys and floor girls must possess a congenial temperment, patience and a desire to please and be of service to the public. They must be neat and immaculately clean in their personal hygiene and dress. A high school education is desirable, but not required for employment. Opportunities for advancement include graduating first to waiter (waitress) and then to head waiter (head waitress). The salary will vary according to the size of the establishment, geographic location, season of the year and expected duties.

Task Listing and Detailing

a. Clear used table.
   1. Remove and stack plates
   2. Remove and stack silverware
   3. Remove and stack cups and saucers
   4. Remove and stack glasses
   5. Empty ash trays on place mats and remove both
   6. Remove napkins
   7. Remove soiled linen
b. Set table.
   1. Position tablecloth, place mat and napkin (napkin in center of each setting or to the left of setting)
   2. Position table set-ups (salt, pepper, sugar, cream)
   3. Position silverware (forks on left; knife on right with blade facing plate, spoons next to knife on right)
   4. Position cups and saucers (right of plate)
   5. Position butter plate (upper center of plate)
   6. Position clean ash trays (table center)
   7. Position empty water glasses (upper right of plate area)
   8. Check for complete table setting
   9. Check for cleanliness and chipping of all dinner ware as it is put on table
c. Mix, fix, prepare or pour various drinks.
   1. Serve all drinks on right side of customer
   2. Pour water and/or coffee (pick up from table before pouring)

Task Listing and Detailing

3. Prepare and serve ice tea (with spoon), soft drinks, hot tea, milk and hot chocolate
4. Mix malts and shakes and serve (measure ice cream and flavoring, milk, malt; blend; serve in appropriate glass)

d. Take dish cart to kitchen and unload.
   1. Take full cart to unloading area
   2. Sort dishes and utensils as they are unloaded
   3. Dispose of paper
   4. Wash empty dish tubs and replace on cleaned cart
   5. Return clean cart to dining area for refilling

e. Make coffee.
   1. Put filer in basket
   2. Measure out correct amount of coffee and put in basket
   3. Put basket in coffee machine
   4. Put empty pot on burner
   5. Press button to fill pot when needed

f. Wash down table and chairs.
   1. Select proper cleansing equipment
   2. Mix proper disinfecting solution
   3. Wash table tops
   4. Wash chairs (backs, seats and legs)

g. Fill table setup containers.
   1. Obtain supplies for replenishing table setups (salt, pepper, sugar, cream, napkins)
   2. Fill individual containers
   3. Clean any soiled containers
   4. Put on clean ash trays

h. Restock table setting supplies.
   1. Bring from kitchen to dining area all clean glasses, cups, saucers, and silverware
   2. Put various items away in proper place
   3. Make sure that clean linens are available in dining area
   4. Fold napkins to be used later

i. Vacuum dining area.
   1. Select proper setting on cleaner
   2. Vacuum customer traffic areas and under tables and chairs

j. Seat customers.
   1. Greet customers
   2. Select proper station and seat customers
   3. Give customers menus
   4. Notify waiter (waitress) that customers are seated in his (her) station

Task Listing and Detailing

k. Handle customer complaints.
   1. Listen to complaint of customer
   2. Refer customer to or inform person in charge
l. Answer customer inquiries.
   1. Answer customer questions courteously
   2. Refer customer to someone who can answer questions
m. Set up tray serving stands for large groups.
   1. Determine when waiter (waitress) will be using serving tray
   2. Obtain stand and set it up near table to be served

JOB LISTING
FOR
SALESPERSON
(Clothing Store)

Job Description

Provides assistance to customers in merchandise selection and completes sales transaction by wrapping merchandise and tendering the sale.

Selis, displays, and explains merchandise features to customer. Assists customer in making selection by offering suggestions and explanations. Makes periodic merchandise counts and records in unit control book. Unpacks merchandise, stock counters and keeps stock attractively arranged. Places clothing on racks or counter and relocates merchandise on floor. Writes saleschecks for charge, C.O.D. or cash sale; receives cash payment; calls credit office for approval of charge sales when required, and operates sales register and packages merchandise.

Promotes credit sales and refers customers to catalog department when desired merchandise not stocked in store inventory.

Assists manager of selling department in training of new employees.

Task Listing and Detailing

a. Check in.
   1. Obtain time sheet
   2. Sign in on time sheet
   3. Replace time sheet
   4. Obtain time card
   5. Place in time clock
   6. Replace time card
   7. Check in with supervisor
b. Obtain and prepare money and place in the register.
   1. Obtain cash drawer
   2. Count cash
   3. Record amount on register tally sheet and initial
   4. Place drawer in register
   5. Check and set dates on the register
   6. Clear register
c. Housekeeping functions.
   1. Straighten stock on counters and displays
   2. Bring selling supplies to selling area

Task Listing and Detailing

3. Dust counters
4. Clean and straighten displays
5. Size stock on display
6. Bring needed merchandise from stockroom to selling floor

d. Sell.
1. Approach the customer
2. Determine their needs and wants
3. Present the merchandise
4. Answer objections
5. Close sale
6. Suggest items
7. Transactions
   a) cash sale
   b) layaway
   c) charge
8. Suggest customer apply for charge card

e. Assist in ordering merchandise.
1. Obtain order forms
2. Check want list, present stock, and reorder slips
3. Fill out purchase order forms
4. Turn purchase order into supervisor

f. Receive, check, mark merchandise and place it on the selling floor or in storage.
1. Obtain receiving report; blind or direct check
2. Quality check
3. Quantity check
4. Mark merchandise
5. Place on selling floor or in storage

g. Prepare or assist in the preparation of displays.
1. Select merchandise
2. Select theme
3. Sketch
4. Prepare and obtain merchandise and props
5. Clean area
6. Set up display
7. Evaluate display

h. Inventory stock
1. Obtain forms
2. Count merchandise
3. Check count
4. Turn in to supervisor

SALESPERSON (cont.)

Task Listing and Detailing

i. Prepare for sales.
   1. Count stock
   2. Check ads
   3. Recount stock
j. Close area.
   1. Count and total sales slips
   2. Fill out register tally sheet
   3. Turn in cash, cash drawer, tally slip, and sales slip total
k. Check out.
   1. Obtain time card or time sheet
   2. Place in time clock or sign in time
   3. Replace time card or time sheet
   4. Report to supervisor

JOB LISTING
FOR
AUTO PARTS COUNTER MAN

Job Description

The auto parts counter man deals in selling spare and replaceable auto parts, from behind a counter in a parts store, to general public, jobbers, garages, and other parts stores, selling both in retail and wholesale.

The auto parts counter man's main function is to ascertain the make, year, model and type of part needed; inspect damaged part to determine the part required; or may advise customer of the part needed according to description.

The counter man may advise customers on substitution or modification of parts when replacement is not available.

Fills customers' orders from stock, finding parts by location and stock number from catalog. Receives and fills telephone orders for parts.

Marks and stores parts in stock room according to prearranged plans. Examines returned parts to determine if they are defective and exchanges the parts or refunds money accordingly and relative to warranty or guarantee.

May sell tools, accessories, or other automotive merchandise depending upon the business.

Task Listing and Detailing

a. Housekeeping.
b. Open store.
c. Close store.
d. Stock shelves.
e. Check in shipment.
   1. Count number of cartons
   2. Check number of cartons agains invoice
   3. Open cartons
   4. Check merchandise with original order
   5. Determine if order is complete
   6. Check with jobbers invoice to determine if order is complete, incomplete

Task Listing and Detailing

7. Compare order with invoice
8. Sign invoice and file copy

f. Answer and take phone orders.

g. Make deliveries.

h. Make and arrange displays.
   1. Clear and clean area for display (dust and/or wash windows)
   2. Determine merchandise to be displayed (may be recommended by manufacturer)
   3. Obtain merchandise
   4. Determine type of props and backing
   5. Place props and backing in place
   6. Relocate to satisfaction
   7. Place display merchandise into position
   8. Relocate to satisfaction
   9. Prepare eye catchers and place into position

i. Update parts catalog.
   1. Sort updating orders
   2. Determine section of catalog for updating orders
   3. Locate proper section of catalog
   4. Remove old or outdated materials
   5. Insert new sections into place
   6. Replace price list corresponding to new or additional parts sections
   7. Update price inventory cards corresponding to catalog sheets

j. Inventory.

k. Continuous inventory control (progressive).
   1. Shipment--add each new part to total on corresponding inventory card
   2. Sale of part--check off part from corresponding inventory card
   3. Warranty item--replace--check off part from corresponding inventory card
   4. Return part--add part back on corresponding inventory card

l. Handle warranty items.
   1. Greet customer
   2. Determine customer request
   3. Determine problem or trouble with part
   4. Determine length of time customer was in possession of part
   5. Determine if trouble was manufacturer or customer abuse
   6. Replace part or refund cash
   7. On replacement, check part off inventory
   8. Prepare defective part for return to manufacturer
   9. Tag defective part with red tag

Task Listing and Detailing

10. Complete warehouse credit report
11. Attach credit report to defective part
12. Place package (part) in shipment to manufacturer

m. Learn parts catalog.
1. Familiarize self with various related automotive parts
2. Familiarize self with automotive parts according to manufacturer
3. Establish in mind position in catalog of various manufacturers
4. During slack time select various parts and attempt to locate parts in catalog
   a) make up theoretical order
   b) determine make, year and model
   c) check index to locate part
   d) locate part in catalog
   e) determine code (stock) number
   f) locate stock number in price list
   g) price item according to list
5. Use zone ordering sheet to assist in categorizing parts with manufacturing

n. Sell auto parts.
1. Greet customer
2. Determine needs (auto part needed)
3. Determine the following:
   a) make of auto
   b) year of auto
   c) model of auto
   d) size and type of engine, if necessary
   e) right or left, if necessary
4. Locate proper section in parts catalog
5. Determine proper part and record part number
6. Locate part in parts department
7. Show merchandise to customer
8. Write out invoice
9. Determine if cash or charge
10. Check credit if charge customer
11. Receive payment and make change
12. Give customer receipt and place copy in proper file order
13. Sack or wrap merchandise
14. Thank customer

o. Run down auto part--other store.

JOB LISTING
FOR
SERVICE STATION ATTENDANT

Job Description

The service station attendant must be able to get along with people as his primary function is to wait on customers and satisfy their needs to the best of his ability and within the limits of the type of station and services offered. He must possess an understanding of the basic theory behind internal combusion engines, automatic and conventional transmissions, differentials, and other major automobile components to enable him to service associated equipment properly. He must understand how to check fluid levels in batteries, radiators, windshield washer reservoirs, the crankcase, transmission, differential, power-steering, air-conditioning, and brakes. He must understand what type and weight of oil to use in servicing the different fluid systems and how to grease friction joints in the suspension and steering devices. He must know how to repair flat tires and how to operate the machine and tools for doing so. He must be aware of many safety rules that apply when working around the station and especially when operating the hoist. His main duty is to wait on customers and pump gas so he must know how to operate the gas pumps on the island. He may be responsible for ordering merchandise for resale, gasoline from a distributor, keeping records of sales, opening and closing the station, housekeeping duties, and selling accessory items. He should be familiar with the surrounding area so he may give travelers directions and information. He must be able to make change, operate a cash register, and operate a credit card machine. He is responsible for keeping all station property as neat, clean and attractive as possible.

Task Listing and Detailing

a. Keeps records for island pumps and storage tanks.
   1. Read all pump meters at end of day or as required
   2. Properly record readings
   3. Use measuring stick to determine gallons in storage tanks
   4. Properly record amount
b. Pumb gas.
   1. Greet customer
   2. Ascertain type and amount of fuel desired
   3. Remove gas cap
   4. Remove gas hose and insert in fill opening
   5. Turn the pumps back to zero

Task Listing and Detailing

6. Wash all the windows on the car
7. Lift hood and check the oil
8. Cap off the gas (round it off); put nozzle back
9. Collect from the customer
10. Thank customer and invite him/her back

c. Test antifreeze.
1. Lift hood and remove radiator cap
2. Dip the end of antifreeze tester into solution
3. Examine the position of the balls floating:
   a) 1 ball floating good for +20
   b) 2 balls floating good for +10
   c) 3 balls floating good for 0
   d) 4 balls floating good for -10
   e) 5 balls floating good for -20
4. Shut hood

d. Repairs tube and tubeless tires.
1. Locate and mark the hole in tire
2. Place the tire on the tire machine and remove air
3. Place the pressure handle on its rim and put your foot on the control and break the head
4. Place tire iron - the pivit in the center
5. Pull one end of tire above the rim with tire iron and again step on foot control
6. Repeat that step with the bottom of the tire
7. Check for any object stuck in the tire or tube and remove
8. Clean the hole with a scraper and general area
9. Place tire on tire spreader and spread the tire
10. Place glue on and around the hole and light a match to it
11. Remove backing and blow flame out; placing the patch over the hole
12. Take patch roller and go over the patch, firmly sealing the edges
13. If it is a tube, place air in the tube and check it again for any leaks
14. Mounting a tire tube--after letting the air out place the tube so that the valve stem is even with the hole in the rim, press down on the tire and slide valve stem into place and begin tucking the tube into the tire all the way around; blow air into tube to stretch it out
15. Plant the iron upon the tire using the opposite end you used to dismount the tire; step on foot control and one side of the tire is over the rim (if it is a tube tire just fill it with air, place valve core back, and the tire is done) and place the tire iron on the top and repeat the same step again

Task Listing and Detailing

16. After the tire has been mounted again, press down on the tire to seal the bottom
17. Grab the top half of the tire and lift, pulling towards you, fill the tire with air until a popping sound has been heard or beads form around the rim
18. Place valve core back in place and check the pressure in the tires with a tire gauge for the correct pounds of pressure for that certain size tire

e. Operate credit card device.
   1. Place credit card in the brackets made for it
   2. Write up the amount of gas sold and amount of money (oil, lube, etc.) on credit card receipt
   3. Place the receipt on the machine, adjust the handles to amount of purchase
   4. Take handle on left and pull it across the machine and back
   5. Remove card and receipt and have customer sign receipt
   6. Tear off top part of carbon receipt and give that to the customer, placing the bottom two receipts into the bottom opening of credit card machine

f. Operate auto hoist.
   1. After pulling car in, place the dogs and the hoist so that they will support; raise the car 2 feet and test its sturdiness by its frame
   2. Stand on the right side of operating handle and pull towards you
   3. When car is finished, you stand in the same place and push away from yourself
   4. Place the dogs in the down position and move racks to center of car

g. Keeping time card.
   1. Pull a credit card receipt and write down hours worked that date
   2. Place it in the tray in the cash register

h. Charging a battery.
   1. Place the battery on block above the ground
   2. Remove caps and check battery water; if needed, refill the cells
   3. Leave the caps off and connect the negative cable of battery charger first, then positive cable

i. Using jumper cables.
   1. Place the negative end of the cable on first, connected to either battery charger or a live battery
   2. Connect the positive ends the same as the negative
   3. Turn the key in the car
   4. After car starts, remove negative, then positive

Task Listing and Detailing

j. Replacing windshield wiper blade.
   1. Measure the size of the wiper blade
   2. With pair of plyers loosen the clamps to the blade
   3. Slide blade out
   4. Replace with a new blade
   5. Replace clamps until blade is firmly attached

k. Open station.
   1. Unlock all doors
   2. Place money in cash register
   3. Turn on pump lights, motor, air compressor, lights in salesroom
   4. Take towel dispenser and hang it up outside
   5. Sweep the islands

l. Close station.
   1. Clean restrooms, toilet sinks and floors
   2. Clean lube area and bay area; rinse, wash, rinse, and squeagy
   3. Clean bench off
   4. Empty all garbage
   5. Mop office floor and dust shelves
   6. Bring in cars to be worked on next day
   7. Bring in tires, paper towel dispenser, squirt bottles and oil funnels
   8. Lock oil case
   9. Turn out lights in building
   10. Turn on night lights
   11. Refill pop machine
   12. Collect credit card receipts, subtotal register
   13. Place money in plastic bag
   14. Lock front door, side door, restroom doors and garage doors

m. Sell automotive accessories.
   1. Determine customer need
   2. Show (point out) worn equipment and explain danger or consequences likely
   3. Convince customer of your product's quality
   4. Explain that only a few minutes will be required to replace or install the new item
   5. Close the sale
   6. Install the equipment, if applicable
   7. Thank the customer
   8. Assure him to come back if the equipment should fail--stand behind your product and service

n. Washes car windows.
   1. Squirt on liquid washer (use an anti-freeze type in winter)
   2. Wipe dry with paper towels

Task Listing and Detailing

3. Lift wiper blades from windshield to clean thoroughly under them
4. Don't forget headlights, side mirrors, and tail lights

o. Wash and wax autos.
1. Car in wash bay
2. Clean inside thoroughly first, if appropriate
3. Check to see if all windows and air vents are closed
4. Using high pressure water hose, remove all mud and dirt possible
5. Wash car with soap to remove old wax (if necessary)
6. Use chamois to dry windows and car
7. Apply wax
8. Rub wax in--NOTE: if electrical buffer is used, do not hesitate in any spot and do not press hard on the machine!

p. Replace or clean air filters.
1. Open hood
2. Remove cover from atop carburetor
3. Remove filter by lifting out
4. If filter looks dirty, clean by using air nozzle and blowing from inside to the outside (NOTE: avoid excessive pressure)
5. Check for cracks or breaks in the paper before reinstalling, by holding a trouble light inside the filter and looking for leaks
6. If breaks are present, install a new filter
7. If filter is not obviously dirty, inspect with a trouble light

q. Replace gas filters.
1. Locate gas filter
2. Remove gas line clamps (either spring type or screw type)
3. Remove filter
4. Position clamps on gas line
5. Install new filter with attention to direction of fuel flow in relation to arrow on filter
6. Tighten clamps
7. Record mileage and date replaced
8. Wipe up spilled gasoline
9. Properly dispose of old filter (Remember--it's flammable!)

r. Rotate tires.
1. Position auto on hoist
2. Raise about 10" to 12" from floor or to a comfortable height
3. Remove all wheel covers (hub caps)
4. Use impact wrench or speed wrench to remove nuts from studs
5. Change wheel location on car as per established procedure of station or according to desires of owner
6. Securely tighten all nuts
7. Replace wheel covers--check carefully
8. Lower car

Task Listing and Detailing

s. Check differential oil level.
   1. Properly position auto on hoist, observing all safety precautions
   2. Locate plug on outside of differential
   3. Remove plug
   4. If oil flows out, level is adequate
   5. If no oil flows from the plug hole, fill with S.A.E. 90 weight unless otherwise specified, until oil flows from the hole
   6. Replace the plug
   7. Check for leaks around the plug and seals
   8. Note quantity of oil used
   9. Lower hoist and auto

t. Check crankcase oil level.
   1. Open hood
   2. Locate dip-stick to oil pan
   3. Remove from engine
   4. Wipe the stick dry (always carry a rag when waiting on the island)
   5. Note the oil level indications on the stick
   6. Reinsert the stick
   7. Remove and read to determine oil level
   8. If level is indicated below the "add" mark, advise car owner
   9. Ascertain brand and weight of oil to add
   10. Attach pour spout to can
   11. Carefully add oil and wipe up any spills
   12. Recheck level
   13. NOTE: if level is just at "add" line on stick, notify owner but advise not to add a quart unless the engine consumes excessive amounts, because the oil retained in the upper engine will cause the crankcase to be overfull, which is serious in most engines
   14. Dispose of can
   15. Clean and replace spout to storage area

u. Check windshield washer fluid level.
   1. Open hood
   2. Locate windshield washer level in reservoir
   3. If half full or more, level is sufficient
   4. If below half full, fill with pre-mixed solution (follow the instructions provided with concentrate for mixing)
   5. Warning--do not fill with water either in summer or winter! most reservoirs are large and protection from freezing must be provided
   6. Wipe all spilled solution off of car finish--it may harm the paint

v. Operate cash register.
   1. Place amount tendered on register shelf
   2. Ring up sale on register, pushing appropriate keys

Task Listing and Detailing

3. Use keys representing type of merchandise sold, if appropriate
4. After register drawer opens, collect necessary change proceeding from the portion of a dollar of the sale to even dollars
5. Close register drawer
6. Count change back to customer

w. Check radiator fluid level.
1. Determine how to open hood and open
2. Cautiously touch (or determine) radiator cap to ascertain temperature (use of rag recommended)
3. Slowly unscrew cap to relieve pressure that may be present (counter-clockwise)
4. Remove cap
5. Observe coolant level
6. If level is well above the core, replace cap (clockwise)
7. If level is below core (coolant cannot be seen) consult owner to determine whether anti-freeze or water should be added
8. Add coolant to approximately 1 inch below cap and/or overflow tube
9. Replace cap (clockwise)

x. Check battery fluid level.
1. Open hood
2. Remove all battery cell caps
3. Ascertain whether water level is above the core (some batteries have directions on the caps and the caps need not be removed to determine water level)
4. If necessary, add distilled water to raise the level to that required as per instructions on the battery caps or at least above the core
5. Replace caps

y. Check brake reservoir fluid level.
1. Open hood
2. Locate brake fluid reservoir (usually on the fire-wall on the driver's side of the auto)
3. Remove the cover
4. Ascertain whether fluid level is OK (most indicate a level within the reservoir)
5. If fluid is low, consult customer and add fluid
6. Check brake system for leaks
7. Replace cover

z. Check tire pressure.
1. Secure pressure gauge
2. Remove dirt cover from valve stem
3. Press gauge onto stem, noting pressure

Task Listing and Detailing

4. If low, inflate to customer's desired pressure with pressure air hose (always stand or kneel to side of tire to protect from tire blow-out accidents)
5. Replace dust cover
6. If tire is abnormally (excessively low) low on air, check for obvious leaks and suggest repair to the customer
7. Worn tires should be mentioned to the customer and replacements sold if the station sells new tires

aa. Check transmission fluid level.

1. Open hood
2. Determine whether auto is automatic or standard transmission
3. If automatic, the car must be warmed up and the dip-stick pulled when idling and in neutral
4. Pull dip stick
5. Wipe all oil and residue clean off the dip-stick and note level indications
6. Replace dip-stick
7. Remove and read
8. If low, consult owner and add small amount through dip-stick hole until the correct level is reached
9. Replace dip-stick
10. If manual transmission, locate oil level plug beneath auto on transmission (the auto will require lifting on the hoist)
11. Remove plug carefully
12. If oil flows from the hole, it is full; if not, add transmission oil as required
13. Replace plug
14. Clean up any spillage

bb. Grease vehicles.

1. Position car on hoist
2. Locate all grease fittings on the drive train, suspension system, and steering mechanism (generally speaking, wherever movement is possible between two separate auto pieces, lubrication will be required)
3. If no fittings are observed on newer models, use of a grease needle will be required or the plugs will have to be removed and zerks installed
4. Wipe dirt and dust from zerk fitting
5. Push gun nozzle securely onto zerk
6. Squeeze gun handle until grease appears from joint
7. Repeat for all fittings
8. Wipe up any spillage
9. Lower hoist

Task Listing and Detailing

cc. Check power steering level.
1. Open hood
2. Locate steering oil reservoir
3. Remove cap/dip-stick
4. Wipe dip-stick dry, noting level indications
5. Reinsert dip-stick
6. Remove dip-stick
7. If oil level is low, bring up to full mark using recommended oil

dd. Replace oil filters.
1. Position car on hoist and raise
2. Position used oil barrel and funnel beneath outlet in pan
3. Remove the plug and drain old oil
4. Remove the screw-on oil filter
5. Remove the old gasket, if appropriate
6. Dip the new gasket in oil, and insert in groove
7. Install new filter and tighten firmly with hands only
8. Replace pan plug
9. Lower car
10. Open hood
11. Check oil fill cap and clean breather if necessary
12. Add necessary oil (will take one additional quart with filter change)
13. Check oil level with dip-stick
14. Run engine and check for leaks around filter gasket and pan plug
15. Clean up spillage
16. Install sticker with date, auto mileage, type oil, etc.

ee. Operate auto jacks.
1. Position jack in proper place on bumper, on axle, or on differential housing
2. Check car brakes and block wheels
3. Pump the handle evenly or operate the jack handle smoothly
4. Turn the valve on hydraulic jacks to let the oil escape and lower the auto, or put the lever on a manual jack in the down position and smoothly operate the handle to lower the auto

ff. Clean and supply restrooms.
1. Replenish tissue, hand towels, soap, etc.
2. Empty trash cans
3. Clean mirror and sink
4. Clean and disinfect toilet bowl
5. Sweep floor
6. Mop floor and disinfect
7. Check periodically during the day to insure cleanliness

Task Listing and Detailing

gg. Take inventory--physically count all merchandise for station usage and for resale by using either the cost or retail method.

hh. Replace various lights or bulbs.
1. For headlights--remove the chrome trim around the light if required
2. Loosen 3 screws holding the light secure
3. Turn the light slightly to enable removal forward
4. Disconnect socket from wires
5. Replace with proper size and type lamp using reverse order
6. For turn signal and tail lights--remove lens cover
7. Push on bulb and turn 1/4 turn in socket to remove
8. Replace with correct bulb
9. Replace lens cover

ii. Replace fuses.
1. Locate fuse box under dash on left hand side of auto, or under hood on fire-wall
2. Locate burned out fuse by observing filaments burned in two
3. Pry fuse out
4. Replace with correct ampere fuse
5. Check for normal operation of unit the fuse guards
6. If fuse burns out again while testing, look for shorts or other causes of trouble to the system

jj. Check fan belts and other belts and replace if necessary.
1. Open hood
2. Examine all belts for tightness and all inside and outside surfaces for cracks, or excessively hard and slick condition
3. If belt warrants replacement, loosen the belt tightener for that belt and remove old belt
4. Replace with proper size belt
5. Tighten to a snug condition but not in excess as bearings will wear out more quickly
6. NOTE: on some autos, you must remove other belts on the crankshaft first, before you can remove and replace a faulty belt behind

kk. Check shock absorbers.
1. Cause car to bounce
2. If car continues to bounce more than once or twice, the shocks are inefficient and should be replaced
3. Refer work to mechanic

ll. Check air conditioner freon level.
1. Locate reservoir and window in the freon line (under hood)
2. With car running and air conditioner on, look for freon passing the window

Task Listing and Detailing

3. If bubbles appear too often or are too large, servicing may be required
4. Refer to mechanic

mm. Check and replace radiator hoses and heater hoses.

1. Visually inspect all hoses looking for water seepage, cracks, excessively soft, mushy, rotten condition
2. If replacement is necessary, drain radiator by using pet-cock at bottom, and plugs in the engine block, if necessary
3. Loosen clamps
4. Remove old hose
5. Replace with correct hose
6. Secure clamps (many will need replacement also)
7. Refill radiator
8. Start engine and check for leaks